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The use of teachers as change agents : a case study.

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THE USE OF TEACHERS AS CHANGE AGENTS: A CASE STUDY

A Dissertation Presented

by

WILLIAM RODWELL PERRY, JR.

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ABSTRACT

The Use of Teachers as Change Agents: A Case Study

This study is an examination of a major attempt at educational reform in the Baltimore City Public Schools. Recognizing the need for reform, the school system sought to initiate change in the area of staff development by setting up the Model Cities Pilot Schools Project. The major component of the Project was the Innovation Team which was created as a vehicle for planned, continuous staff revitalization. This dissertation is a documentation of the development of the use of teachers, the Innovation Team members, as change agents and an evaluation of the impact of the Team on the Pilot Schools' staff.

The central purpose of the study is to examine and report the effectiveness of the staff development thrusts of the Pilot Schools Project. The instrument developed by Dr. Ronald Hambleton, et.al. of the University of Massachusetts, was administered to the staff of the Pilot Schools Project. The effectiveness of the Innovation Team was then assessed by the completion of four major tasks:

1. Deriving the objectives of the Innovation Team;
2. Constructing a questionnaire designed to assess the impact of the Team;
3. Administering the instrument to a sample of Model Cities Pilot Schools teachers;

4. Analyzing and discussing the results of the questionnaire.

The questionnaire revealed a number of important facts and evidenced support of the two undergirding assumptions of the study. It was assumed that: 1) teachers can perceive themselves as leaders and instruments for change in themselves, their classrooms, their school system, and in the lives of children they teach, 2) teachers are able to recognize, reorganize, and utilize resources within their own immediate environment, including their creative abilities.

In addition to rendering support to the above assumptions, the data revealed the following:

1. The degree of teachers' participation in the activities was a function of their involvement in the planning.
2. Systems susceptible to change manifest a set of unique characteristics which surface through the interaction of two major components of the organizational setting - personality and expectations.
3. A team approach should be developed as an antonomous sub-system apart from traditional change mechanisms within school systems.
4. The Innovation Team, functioning as internal change agents, did have a positive effect on the targeted staff and pupils.

The scope of this study is limited in that it only deals with an examination of concentrated staff development activities impacting six schools. There is, however, sufficient evidence of positive

changes made by the Innovation Team to warrant a recommendation for using the team approach as a viable means for planned educational change within major urban school systems.

CHAPTER I

INTRODUCTION

> "Negro children growing up in the Model Neighborhood Areas, the ghetto of Baltimore or the ghetto of Big City America, learn at an early age that school and work opportunities are neither interesting nor relevant to their lives. They know, better than all the statistics tell, that lack of 'good' education cripples them. Their healthy, physical development is impaired by malnutrition, poor living habits, and inadequate medical and dental attention. They see themselves growing up in institutional situations, especially school, as the underdeveloped, unrespected, and undeserving outsider. Into these situations they carry a heritage of degradation and abuse. Social and economic help usually arrive in the form of some oppression or further threat to pride, security and personal freedom. The Negro child or youth wants and needs control of his piece of life's turf. Yet, virtually all of the circumstances of life vitiate the means of control. Consequently, they concentrate on exploiting the present day-by-day activities of survival because there is no predictable future, but they care very much about the future, even if the future seems or feels hopeless. In other words, hopelessness and hope co-exist in various degrees and ways. Unsurprisingly, they want money and security and the status that comes from these things, but on their own terms which relate to their values or conception of 'the good life.' The framework of life in Neighborhood Areas contains many positive values, despite the prevalence of misery, want and human decay." (Demonstration Cities and Metropolitan Act, 1966, Title I)

Problems in Urban Education

Although there have been many attempts to improve the quality of education for "disadvantaged children," as Cohen (1968, p. 38) noted, these attempts have typically focused on organizational changes in

the schools. A neglected area for research has to do with restructuring the basic teaching process. It is in this area that one might reasonably predict some positive changes in the quality of education for "disadvantaged children." For example, Coleman (1966) reported that the quality of education for the "disadvantaged child" was closely related to certain teacher characteristics. It was determined that teachers of Black pupils are less verbally skilled than teachers of white pupils, especially in the South, and teachers of Black pupils have less verbal facility than the teachers of any other minority group studied in the survey.

In the Coleman Report (1966), teacher traits were most frequently discussed as having the greatest positive impact in determining the kind of learning students acquire and, indeed, the types of social behaviors students develop. This position is supported by Bruner (1960) who contends that the teacher is an immediate personal symbol of the educational process, one with whom students can easily identify and compare themselves.

Since documented data substantiates the facts that urban schools are failing to educate children and that teacher training, when improved, can produce positive results, it would seem that one of the important problems to deal with is training staff to teach in urban schools.

The Model Cities Effort

The lack of education, which is an all-encompassing force felt in the personal and societal lives of individuals, was of prime

concern to the Model Cities' effort. In the societal sense, lack of education in many cases determines whether or not an individual will be successful in obtaining employment, being socially accepted or rejected, or being able to manage his personal and business affairs in a self-rewarding manner. In a personal sense, the individual who lacks the basics of education is often the victim of unscrupulous individuals and institutions which take advantage of him. In today's complex world, the individual who cannot communicate and understand what others are trying to communicate is a threatened and avoided segment of society.

The Model Cities Pilot Schools Project was designed and implemented to deal with teacher attitudes, parental participation, and institutional change as they each related to administrative attitudes and policies concerning education. The Project was funded by the Model Cities Agency at approximately one million dollars per year with the Baltimore City Public Schools serving as a second party contractor.

On June 27, 1969, the Project was launched and became operational with the opening of school in September 1969. Each Model Cities Council selected one elementary school within the Council as a Pilot School. The total staffs of the selected schools engaged in a six-week, summer staff planning and training session.

The "Description of Scope and Content" of the Project Work Program states:

> "Educators need to develop a clearer understanding of the impact they, and their materials, have upon performance. Opportunity must be provided for educators to be trained in human relations, group process, interaction analysis, and similar topics, so that they might be better equipped to detect the differential impacts of their techniques and materials on the measured performances of pupils."

The description states further that the staff of the schools was to be retrained according to the needs identified and criteria set by the schools. The primary aim of the retraining was to elevate pupil performance by improving the quality of a number of environmental variables. Much of the training centered around the creation of climates which enhance the teaching-learning process. It is commonly accepted in education that a favorable learning environment is most likely to be created by a teacher who is aware of students' needs and interests; therefore, retraining included experiences which sensitized teachers to pupils' needs and which increased teachers' diagnostic skills. In preparing teachers to meet the diagnosed needs and interests of students, the program included retraining in the effective use of instructional methodology and equipment. Interwoven in the various aspects of the program was an emphasis on making the instructional program responsive to community needs.

Objectives of the Model Cities Pilot Schools Project

The goal of elevating pupil performance was approached via four

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Source: First Action Year Work Program

major program objectives: 1. To establish model schools with teachers who could provide rich environments by using new instructional methods, technology, new materials, equipment and creative ideas; 2. To train a central staff as a "resource team" whose primary function would be to generate behaviors in teachers which would facilitate change and to provide a liaison with community groups, resource people, etc; 3. To work with administrators in the schools to produce decision-making systems involving teachers; and 4. To provide guidance to other schools after the Pilot Schools were functioning by developing successful staff development programs in each school and developing active school-community councils.

In order to achieve the four program objectives, a number of mechanisms were implemented. Although the processes focused on parent participation and improvement of pupil personnel services, the priority was staff development.

The Teaching and Learning Center, the primary vehicle for delivering staff development services, afforded teachers year-round in-service training in curriculum development and instructional methods through an on-the-job practicum; it provided in-service training to aides; and promoted the basic design for an education accountability model that was to be established.

Two additional project components complemented the operation of the Center. First, an in-house consultant and training service was developed. This operation utilized the trainers in the Center and teachers who had completed workshop experiences for developing and

conducting systemwide training activities and thus reduced the necessity for hiring outside consultants. The second component trained a corps of substitute teachers who released staff teachers to participate in activities of the Teaching and Learning Center.

In addition to teacher-training sessions, workshops were conducted for administrative personnel, providing theoretical and practical bases for various leadership skills.

The planning and implementation processes extended beyond staff development into staff utilization. Models were developed for innovative and effective use of teachers, pupil personnel teams, aides, and administrators. Furthermore, a viable mechanism for continuing meaningful citizen participation was constructed.

Purpose of the Study

The purpose of this study was to examine and to report on the effectiveness of the staff development thrusts of the Pilot Schools Project. The study centered on an effort to train a team of teachers to function as in-house trainers of the Project's instructional staff. Overall, the study involved three major parts, the first being a review of major literature pertaining to staff renewal efforts and planned organizational changes in public schools. This step was essential because it placed staff development within the context of organization development which has a direct relationship to the concept of teachers as change agents. The second major part involved determining the effectiveness of the ongoing staff development effort in the Baltimore Model Cities Pilot Schools, as

conducted by teachers as internal change agents. Specifically, through an analysis of the Innovation Team's development, the study identified the change theory utilized and analyzed the strengths and weaknesses of the applied theory, identified the Team members' perceptions of their in-service delivery effectiveness and their impact on the system as change agents, and identified the successful features of using the team approach for training in-house change agents. Finally, some consideration was given to generalizations and projections for teaming as an effective means for staff revitalization. Specifically, through an analysis of the in-service activities, the study assessed the overall validity of using this process as a mechanism for continued professional growth, identified where possible, sub-components of the model that seemed to have significant features in need of replication, and assessed the impact of the Innovation Team on the teachers in the six Baltimore Model Cities Pilot Schools.

Assumptions of the Study

The source of the study was dependent on two assumptions. First, it was assumed that teachers can perceive themselves as leaders and instruments for change in themselves, their classrooms, their school system, and in the lives of the children they teach. The nature of the training process, whether directive or non-directive, requires teachers to manifest behavior such as motivating, guiding and organizing, which are leadership behaviors. The individual variant is only the degree to which teachers

perceive themselves as leaders and change agents.

The second assumption was that teachers are able to recognize, reorganize and utilize resources within their own immediate environment, including their own creative capabilities. The gross shortage of teaching materials as well as individual creativity has resulted in resourceful and ingenious creation and utilization of materials.

Limitations of the Study

Because of the lack of experimental and statistical controls on the study, it is impossible to pinpoint precisely the specific factors contributing to the success of the program. However, this limitation is inherent in nearly all studies of this sort and is not easily overcome since to do so requires imposing conditions on the program which are confining and restrictive and hinder the ongoing improvement of a program.

Furthermore, the evaluative questionnaire data were gathered after the Project had ended. At this point, teachers were informed that their participation was on a voluntary basis. Hence, the return ratio (46%) was lower than desirable and not necessarily representative of the total number of teachers.

A third important limitation is the fact that this study was based on the organizational pattern of the Baltimore City Public School system prior to July 1, 1973. Since that time the system has undergone a dramatic organizational change which has brought about a reduction in forces mitigating against change. The implications of the study must be adjusted to fit the current organizational

dynamics.

Organization of the Study

The remainder of the dissertation is organized into five chapters. Chapter II reviews relevant background on the Baltimore City Public Schools with particular references to factors such as overcrowding, dropout, and achievement, as well as staff preparation, parent involvement, and service delivery, all of which affect pupil and teacher performance.

Chapter III is organized around three areas: An examination of conditions in the Baltimore schools, an historical perspective of schools, and a focus on changes in the role of schools as organizations.

Chapter IV describes in detail the training and development of the Innovation Team and presents information on the operation of the Innovation Team in relationship to organizational change theory and strategies.

Chapter V includes information that pertains to the evaluative study designed to determine the impact of the Innovation Team on the teachers in the Pilot schools.

Chapter VI contains a summary of the study, a presentation of the conclusions based on the data analyzed, and general and specific recommendations derived from the study.

CHAPTER II

SOME RELEVANT BACKGROUND ON THE BALTIMORE CITY PUBLIC SCHOOLS

This chapter includes a discussion of general problems in the Baltimore City Public Schools and specific problems related to pupil achievement and dropout rates found in the Model Cities Areas. In addition, specific problems centering on staff preparation, parent involvement, and service delivery are discussed.

General Problems in Baltimore City Public Schools

Educational conditions in the Model Neighborhood Area (MNA) of Baltimore were considered in light of three significant factors: overcrowding, dropout, and achievement. These factors significantly affect teacher and pupil performance and are thus likely to affect a teacher retraining effort.

One of the pertinent factors in examining educational conditions in the MNA is to determine if schools are overcrowded. This can be done by a comparison of net enrollment per school as compared to the plant capacity of the school, using the criterion that overcrowding occurs whenever the net enrollment exceeds the plant capacity by 10% or more. In 1968, of the 30 elementary schools in the MNA, 21 or 54% of these schools were overcrowded; in 1969, 24 or 56% of these schools were overcrowded; while in 1970, 53% of the elementary schools were overcrowded. Part of the minor decrease in 1970 can be attributed to the general student population decrease and school construction just outside the MNA. It is sufficient to say that overcrowding is a factor facing many teachers in MNA.

Another factor which reflects the educational conditions throughout Baltimore as well as in the MNA in particular is the dropout rate. Following is the official listing of reasons for withdrawal which are considered to be the principal reasons for withdrawal which are considered to be the principal reasons for "dropout" or "put-out":

1. Over 16 years of age
2. Institutionalized
3. Marriage
4. Entered Armed Services
5. Certified no need for more schooling
6. Whereabouts unknown

Figures I and II, on Pages 12 and 13, place these various causes into perspective for the City and MNA.

The frequency distribution of the causes for dropouts (see Figures I and II) for both City and MNA are very similar, suggesting that the majority of students who become dropouts do so for similar reasons, regardless of their geographical location or residence. Figure I indicates a decline in city-wide dropouts in 1970 and 1971. Also, a comparison of Figure I and Figure II indicates a similar trend in the MNA high schools. However, there is a significantly greater decline in the dropout rate between 1969 and 1971.

The dropout rate for all Baltimore City high schools has remained relatively stable. However, when categorized by curriculum or geographical location (see Table 1) the following trends are clear:

1. Special Curriculum and General Vocational (SCGV)

FIGURE I

DROPOUTS BY CAUSE (BALTIMORE CITY HIGH SCHOOLS)

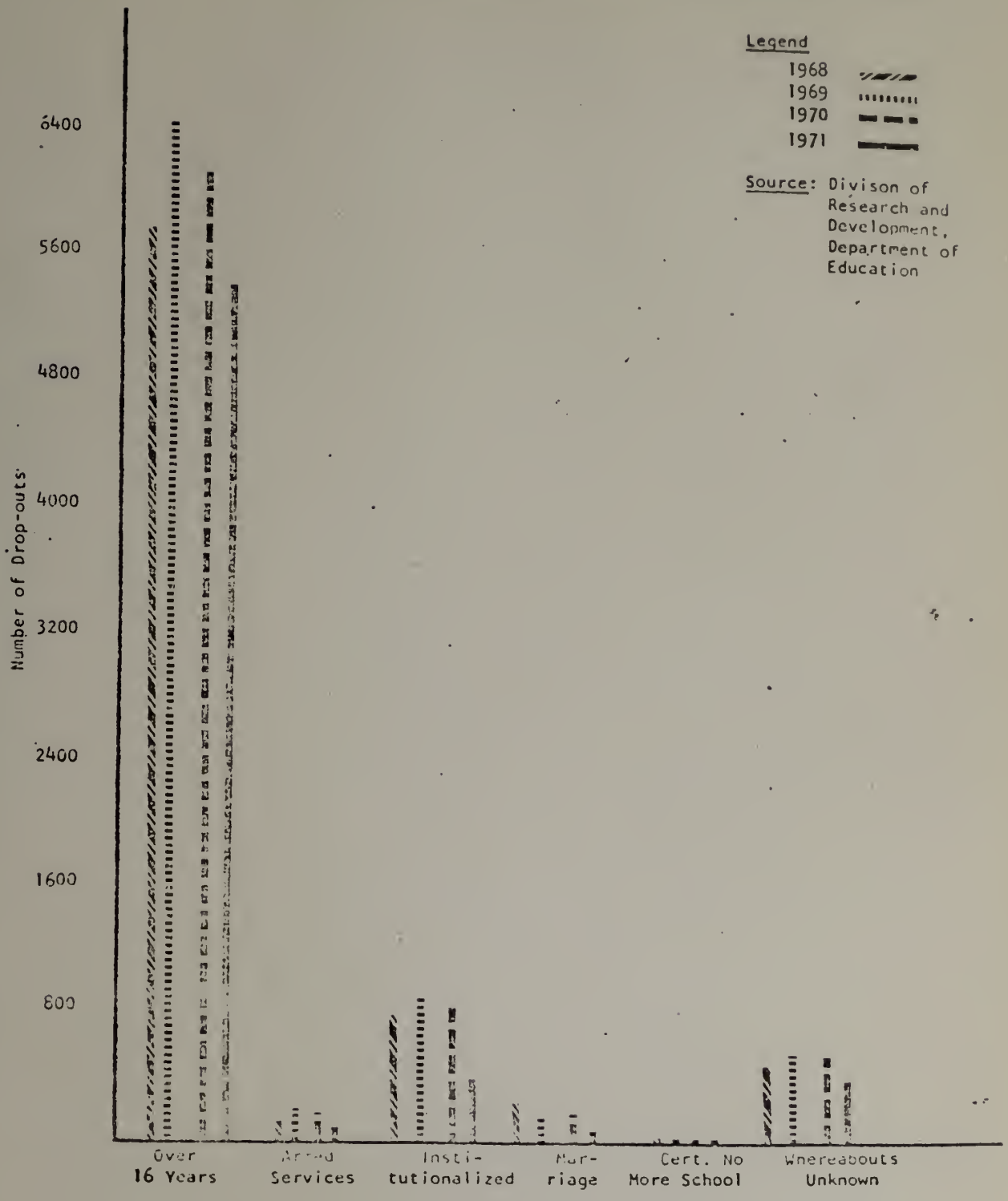
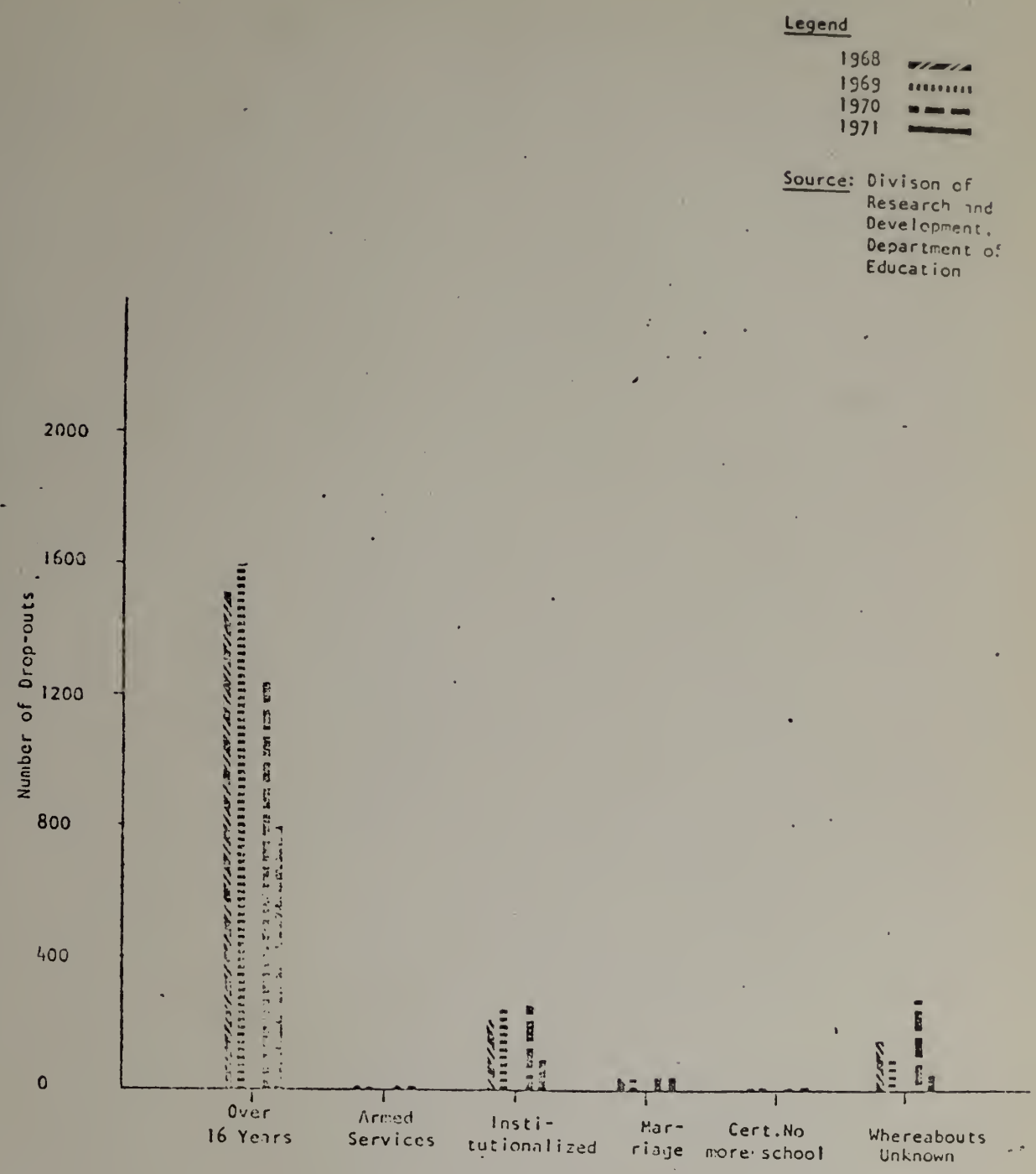


FIGURE II

DROPOUTS BY CAUSE (BALTIMORE MSA HIGH SCHOOLS)



Schools have experienced a large increase rate of 43.18% in their dropout rates from 1969-1970, and a smaller increase rate of 18.8% in their population base.

2. There has been a slight decrease in the dropout rate for high schools from 1969 to 1970 even though their population has increased slightly.
3. There has been a decrease in the dropout rate from 1967-1970 for those schools located two or more miles from the Model Neighborhood Area (MNA) and all schools "within and adjacent" to the MNA.
4. There has been a substantial increase in the dropout rate for those schools located one to two miles from the Model Neighborhood Area (MNA) over the same time period.
5. Those schools in or near the MNA have the highest dropout rate.
6. Of the three types of curriculum in the high schools, the special curriculum and general vocational have the lowest dropout rates; the academic has the second lowest rate; the technical vocational curriculum has the highest dropout rate.
7. The farther one goes from the MNA, the lower the dropout rate.

TABLE I

DROPOUT RATE FOR CITY HIGH SCHOOLS[1] BY CITY TOTAL, CURRICULUM AND LOCATION RELATIVE TO THE MNA FOR 1969, 1970 and 1971

CATEGORIES	1969		1970		%CHANGE 69-70	
	DROPOUT RATE	POPULATION BASE	DROPOUT RATE	POPULATION BASE	DROPOUT RATE	POPULATION BASE
CITY TOTAL:	11.0	36,602	10.8	38,282	- 1.81	+ 4.6
BY CURRICULUM						
Special Curriculum and General Voc.	8.8	3,323	12.6	3,948	+43.18	+18.8
Academic	10.2	28,999	9.6	29,241	- 5.88	+ 0.8
Technical Vocational	16.4	4,280	15.4	5,093	- 6.09	+19.0
BY LOCATION RELATIVE TO MNA						
Within and Adjacent to MNA	15.9	8,486	14.7	8,117	- 7.54	-26.0
Adjacent to MNA (1-5 Blocks)	17.3	6,332	14.9	6,137	-13.87	- 3.0
5 Blocks-2 Miles from MNA	9.1	9,002	13.3	10,143	+46.15	+12.7
2 + Miles from MNA	9.7	19,114	7.9	20,002	-18.55	+ 4.8

[1]Does not include five schools which are combined junior-senior high schools.

It is informative to note that most of the special curriculum high schools are either in or very near the MNA, that two of the three technical-vocational schools are either within or near the MNA, and that only one academic high school is within or adjacent to the MNA.

The data indicated the seriousness of the dropout rates, especially in the Model Cities neighborhood. However, the official listing of causes for dropouts does not speak to the fact that not every pupil over 16 years of age drops out of school so there must logically be some underlying causes that determine why some 16 year olds drop out. Some relevant data on these underlying causes can be found in Children Out of School in America: A Report By the Children's Defense Fund. This study reports that the largest single reason given by pupils for being out of school was "they did not like school." The researchers probed deeper, recognizing that this response masks many of the real reasons for dropping out. They determined that:

> "Children may not like school if they cannot read well and are not given appropriate instruction or materials in school. They may not like school if they are of average intelligence but are incorrectly labeled and placed in a special class for slow learners. They may not like school if they cannot afford to eat with their friends in the school cafeteria, or pay for text books, or if teachers and school officials convey to them that they are not welcomed in the school or are not expected to learn as well as other children. Not liking school may be the child's words, but it is the policies and practices of schools that provoke them. If the ultimate decision to leave school is the child's, school officials must share the responsibility for allowing school to be such an unbearable place."

With this conclusion that school officials bear some of the burden for dropouts, the researchers made several recommendations for ameliorating the situation, one of which was that

> "diversified curriculum and modes of teaching must be adopted. Schools must recognize that not all children fit into a single mold. They must attempt to provide interesting and flexible curricula and teaching approaches to meet the human variations among their charges.... State departments of education and the federal government should recognize these needs and alter their funding patterns appropriately to make funds available for the design, demonstration, and technical assistance to local school districts to implement more alternative programs in public schools."

In summary, the relationship of curriculum development to drop out rate is clear. And this argument lends credence to a teacher retraining effort aimed at curriculum development as an effort of consummate importance in inner city schools.

Another serious aspect of the urban education problem is the level of reading performance or achievement in the elementary schools.

Table II presents the composite grade equivalent median scores achieved in the Baltimore Schools for the years 1969 and 1970 as compared to "large city" composite medians for 1970. Baltimore has considerably lower medians than the "large cities" in every grade. Nevertheless, there has been a very slight, but significant increase in the composite median in grades 3, 4, and 5 in Baltimore. The medians for grades 3 to 6 for Baltimore and large cities are presented in Table III. Only 25.5% of the third graders had a median of 3.0 or greater; 26.3% of the fourth graders had a median of 4.0 or greater; 29.7% of the fifth graders had a median of 5.0 or greater; and 35.6%

TABLE II

IOWA TESTS OF BASIC SKILLS
MEDIAN OF GRADE EQUIVALENT SCORES

	LARGE CITIES		BALTIMORE		
GRADE	1970	1969	1970	1971	1972
3	3.5	2.5	2.7	2.7	2.7
4	4.5	3.4	3.4	3.5	3.5
5	5.5	4.4	4.4	4.5	4.5
6	6.5	5.6	5.6	5.4	5.4

Source: Division of Research and Development
Baltimore City Public Schools

TABLE III

BALTIMORE CITY PUBLIC SCHOOLS MEDIAN NET CHANGE IN GRADE EQUIVALENTS ON THE IOWA TESTS OF BASIC SKILLS TESTED IN APRIL, 1969 AND APRIL, 1971

Median Gain in Grade Equivalents in Months During 1969-70

GRADES	READING COMPREHENSION	COMPOSITE SCORE
4	6-7 months	7-8 months
5	10-11 months	9-10 months
6	10-11 months	10-11 months
7	6-7 months	7-8 months
8	7-8 months	8-9 months
9	5-6 months	6-7 months

Note: Each child in the Baltimore City Public Schools who participated in the Iowa Test of Basic Skills in 1969 and in 1970 had his scores for the two years compared to determine his net change in the remaining comprehension score and in the composite scores. The net changes for all the students in a grade were grouped by the amount of change in increments of one month and the median change was determined from the grouping.

Source: Division of Research and Development
Baltimore City Public Schools

of the sixth graders had a median of 6.0 or greater.

The median net change (1969-1971) in grade equivalents for the Baltimore City Schools is summarized in Table III.

Specific Problems of Schools in the Model Cities Area

The process of education in the MNA schools of Baltimore may be characterized as being deficient, when it is compared to more affluent areas. Silberman supports the idea that inner city children come to school with not only a deficiency in experiences, but they enter a school environment with a deficiency in their expectations. Michael Katz provides an accurate description of such schools:

> "...they are imperial institutions designed to do something to poor children, especially now, children who are black or brown. Their main purpose is to make these children orderly, industrious, law-abiding and respectful of authority" (Katz, 1971, p. 17).

In addition to the three factors - overcrowding, dropout and achievement - considered by the Model Cities Agency, the implementors of the Pilot Schools Project viewed the curriculum utilized by the students as a significant factor creating educational deficiency. Much of what these students are exposed to has no relationship to their future working or personal lives. Also, the public schools as presently constituted are not attuned to the demands, needs, and desires of Blacks who comprise the majority or the total population of schools serving MNA children. Thus, the MNA children, in many instances, become disgusted and disinterested, and often become contributors to dropout statistics as suggested previously. This process commences as soon as children enter school, whether it be

early admissions, kindergarten, or first grade.

Teachers of the MNA are faced with the problem of insufficient preparation to meet the needs of urban inner city students. The typical curriculum of educational colleges is geared toward white, middle-class values. Thus, these educational institutions produce new instructors who are prepared to teach white, middle-class children and by and large are almost totally unprepared to deal with urban children, particularly Black urban children of the inner city. The U.S. Commission on Civil Rights revealed that more probationary teachers were found in the nearly all Black schools than in the nearly all white schools, and that a greater proportion of substitute teachers were found in the nearly all Black schools. The Commission reports that Black students were more likely than white students to have teachers with lower verbal achievement levels (1965, pp. 92-102).

Thus many teachers come to MNA schools with inadequate preparation and wide-spread verbal aptitude deficiences; in short they are professionally unprepared to meet the needs of MNA students. In addition, based on the high number of transfer requests from MNA schools, one can reasonably conclude that many teachers in the MNA resent teaching in the MNA area and it is logical to suppose that the children become the victims of this resentment. The teachers fail to motivate their students, or respect and accept them as fellow humans. They "...usually impose their newly-acquired, middle-class values of dress, speech, and attitudes on students without considering the background or life style of the students they teach." Wilcox (1973).

There is also an extreme shortage of relevant instructional materials and supplies in the MNA schools and teachers who work under these conditions are at a distinct disadvantage. And in addition to all these problems, teachers must deal with a highly mobile student body, complicating the management of the teaching learning process.

Problems of this nature prompted the Project staff to seek creative solutions and preventative measures to reduce mitigating circumstances impinging upon the extent of success experienced by youngsters attending the Model Cities Pilot Schools, by working with MNA teachers. Furthermore, the staff of the Model Cities Pilot Schools spent considerable time isolating and describing the factors believed to be influential in producing and creating consistently low student achievement levels. The following factors were enumerated from experiences and convictions, not merely from citing literature and the opinions of society.

<u>There is a disproportionately high truancy rate and absenteeism rate for pupils in the Model Neighborhood Area</u>. It is blatantly clear that if students are not in school, the school, whether good or bad, has little influence. Absenteeism and truancy rates are very good indicators of failure. They indicate a lack of interest and motivation, and are social problems of the school. Assuming that environment influences people's lives, these environmental factors then can be considered causes of failure. Students not in school cannot be taught the school program. Their sporadic school attendance behavior affects the teacher and the other pupils in the class.

It exists as a daily reminder of the inadequacy of the educational system for meeting their needs and for placing appropriate personal and social demands on them for achievement. It was therefore, the point of view of the Model Cities Pilot Schools Project that attendance rates should be viewed as a definite factor which affects performance and success of students. As a result, the Project emphasized ways and means of inducing a positive change in this factor.

Inadequate staff preparation for the processes of teaching and schooling which match the needs, learning styles, or social situations of the Black and/or inner city pupil. Wilcox elaborates upon the fact, often unaccepted and unrecognized, that the background, culture, and school-acquired education of a person shapes, almost irrevocably, his inner processes toward learning, achievement, and class performance. Many teachers and staff members, by virtue of their own success and upward mobility, are hamstrung by their own class values. This is not to say that these values may not be appropriate for them, or that some of them may be those toward which inner city children will move; but their application, when given as the rules of living and the guidelines by which the whole person is measured or valued, is detrimental to the development of a given indiviudal's maximum potential. A teacher who values and subtly regards only the child who achieves within his or her value system is destroying, without sometimes recognizing it, the very capacity of the pupil to accomplish that which is valued the most. Teachers, in general, have

not been educated for urban reality. The gap between their education and the reality of the "ghetto" and the poor world is enormous. Katz establishes that the color or race of a teacher is influential with the child; but the teacher's education, class, expectancies, philosophy of learning and education is equally important. It is mandatory that the system of education itself assume responsibility for molding and affecting not only its natural students, the children, but also for influencing its older students, the teachers and administrators who must also continue to learn.

Absence of parent involvement. This factor again may be regarded by some as a possible cause, while others may regard it as an indicator of failure, and one's point of view on this issue is significant. If parent involvement is regarded as an indicator, it is easily accepted as a given leading to the conclusion that where parents are not involved, children do not succeed. If on the other hand it is seen as a possible cause, the assumption becomes that commitment and systematic effort may manipulate the factor and consequently the success of the child. The motivation of the middle class child comes in part from his home where education is valued and the school is not a fearsome institution. In the inner city, the school is also a symbol to parents, a symbol of their own failure; if they did not succeed in school or if they did not have access to school, there is reinforcement of failure if their child does not like school or cannot adapt to it. Again, does one regard this fact as a given to be cited as evidence of the failure of inner city schools? Or, does one assume

that resourceful, intelligent humans can work as symbols of hope and view the school as a place where all come together to learn and grow? It seemed possible, in view of this Project's philosophy, to work specifically and consistently toward a more humane and effective school reaching out to parents instead of excluding them and not viewing their absence as an indicator that children will not learn.

The lack of models and patterns for delivery of services related to educational accomplishments of the community and parents. The deficiency of models for delivery of community related services demands development of new approaches. Schools are not structured or organized to deal with the factors listed above, and a model for providing service to the whole life of the child is practically non-existent.

For example, to reduce the truancy and absenteeism, there must be mechanisms for finding out why children are absent: are their problems physical, social or academic? There must also be mechanisms for channeling this information to parents, school personnel, and service agencies to assist in the correction of the problem. The Children's Defense Fund Report referred to previously is a beginning but to date large educational institutions have not adopted the recommendations.

The pupil personnel services usually delivered in a system may be adequate for middle class communities where parents are oriented to use such services. In the inner city, there must not only be the services, but motivation and knowledge generated to the parents to

seek and use such services. The services must be delivered to the whole family in the context of the school, not just in terms of specialty. Poverty and racism have their own cultural and behavioral characteristics. It must be the avowed aim of pupil personnel and community services to understand the dimensions of racism and poverty and work from a point of view that does not reinforce the old, traditional polarizations.

Summary

From the foregoing it is clear that the Baltimore Model Neighborhood Area schools suffer problems inherent in most inner city schools in large, urban centers. In spite of the slight decrease in student population and additional school construction in surrounding areas, over one-half of the schools are overcrowded. Furthermore, the schools in or near the MNA have the highest dropout rates. The dilemma of the schools is compounded by the fact that the reading achievement levels are low.

In addition to these problems, other specific problems were identified as areas requiring concentrated attention in the Model Cities Pilot Schools. One problem cited was the unrealistic curriculum which at various points ignores or denigrates the values, life style and expectations of poor and/or Black children. The inappropriateness of the curriculum is exacerbated by the fact that the teaching staff is not adequately prepared by society or by teacher education institutions to meet the social and educational needs of the Black and or inner city student. The absence of parent involvement and the lack of

effective models for delivering education - related services to parents and community are two closely linked problems also identified in the Model Cities Schools. The identification of the problems provided the framework for developing the Project's objectives. The focus of the Project, utilizing teachers as change agents in creating a healthy organizational climate in which a series of scheduled milestones were projected as the means to problem reduction, will be described in Chapter IV.

CHAPTER III

REVIEW OF THE LITERATURE

Introduction

In the previous chapter, problems in urban education were "telescoped" from city-at-large to the Model Cities Area. Some of the problems identified as targets for the Model Cities Pilot Schools Project involved staff - both preparation for working with poor and/or Black students and available teaching materials. In essence, the area of concern was staff development.

This chapter is designed to present a review of the literature related to inservice education. This review is concerned with those studies directed toward planned organizational change, with special reference to impact on the implementation of organizational innovations. Planned organizational change has become essential, as supported by Golembiewski (1972):

> "...the thrust of contemporary history can be characterized by a related set of words: change, revolution, turmoil, rootlessness, and so on. In effect, almost as much has happened in the past 50 years of man's history as happened in all of his earlier history. The pace of happening is implicit in one fact. There have been approximately 800 lifetimes of 62 years each in the past 50,000 years. Of these 800 human lifetimes, some 650 were spent in caves. Of these 800 human lifetimes, also one or at most two have been spent with blood transfusions, air conditions, first generation mass transportation...and formal education that extends beyond some small elite."

It follows that the pedagogic failure of urban schools must not be blamed on this nation's incapacity to make great strides in human

endeavors, but rather on the failure of educators to design and implement educational programs for practicing educators, imbued primarily with concern for human interaction and sensitive to human needs. The outline of the chapter is as follows:

- Current Conditions
- Historical Perspective of Schools
- Schools as Organizations
- Diffusion and Adoption Studies
- Conditions for Organizational Change
- Systems Renewal in the Louisville Public Schools
- Systems Renewal in Education: A Case Study of the Washington, D. C. Innovation Team
- A Descriptive Evaluation of Title I Staff Development Activities for 1967-68, Baltimore City Public Schools (Scientific Resources, Inc.)
- Summary

Current Conditions

Within the past two decades we have witnessed the urban schools become increasingly populated with students for whom traditional public schools have become grossly inadequate. These students come to school with differing life styles and a different set of values from those the schools expect and are prepared to accept and use as rudiments for constructing meaningful in-school experiences (Waller 1965, p. 48). In order for schools to deliver services traditionally expected of them to the present urban clientele, it is imperative that schools change their expectations, curriculum, style of teaching, and interaction with

students. Few attempts to improve services have proved successful. Consequently, students continue to be alienated by the very systems which claim to serve them. Evidence of this alienation can be found throughout the literature on urban education (Silberman, 1970, pp. 12-38).

The failure of urban schools to adapt to the unique needs and interests of a changed clientele can be attributed to the schools' unresponsiveness to poverty and racism (Gordy, 1973, pp. 6-9). Browdy (1972, p. 22) identifies the causes of this unresponsiveness:

> "First came bureaucratic rigidity. The establishment's arterial system was complicated and hardened; it was impossible for anything innovative to circulate within the system even after it had been injected into it...Second on the list was middle-class bias, a brew made up of WASP mentality, Puritan ethnic, and capitalistic economics, laced with outside portions of stupidity and hypocrisy. Third was a lack of sensitivity and intelligence among teachers and administrators. They were portrayed as time-serving tenured civil servants of low academic quality seeking to rise above their lower middle-class origins. Fourth was what Mr. Silberman referred to as the 'mindlessness' of teacher-training institutions and the professors of education."

Another cause of failure is considered to be educators' unwillingness to take on new behaviors. Ben Harris (1966, pp. 258-259) reports, "Our basic modes of operation as professional practitioners are rooted in old habits, traditions, techniques, skills, values, and interests." When trying to change these modes of operation, even in part one is challenging the person as an integrated being, to change what he is and become a substantially "different person." However, if significant changes are to be made in urban education, in-service education for human change is critical.

In many instances the very opposite seems to be the case. Fenton and Ford (1967) report:

> "During the summer of 1965, the United States government spent about 32 million dollars to send teachers to 594 summer institutes under provisions of Title IX of the National Defense Education Act...another 32 million has been appropriated for the summer of 1966; the appropriation will probably be doubled for the following year. Yet some university professors called upon to direct and staff summer institutes know surprisingly little about the needs of teachers... (especially teachers from urban schools). To have an increased impact upon the schools, they must learn more and learn it quickly."

Silberman (1973), pp. 278-279) cites in-service courses for human change when he reports on in-service education in England. He also reports on the importance of interaction between teachers, yet stresses that it is a rare instance to discover in-service programs which stress human interactions between urban teachers. Silberman (1970, pp. 320-321) contends:

> "Reform of the public schools thus needs to be tied to drastic changes in both in-service and pre-service teacher education. ...in order to free the child, it is necessary to free the teacher."

Historical Perspective of Schools

Von Til (1967, p. 131) determined that the American Public School is "one of the most creative of all American social developments -- universal public education. Until today it is almost a totally idiosyncratic phenomenon. Perhaps its uniqueness lies in the very nature of the genesis of America."

Religion was the prime incentive for the development of schools in the early 17th Century. The Quaker, Catholic, Anglican and Puritan colonists established and controlled schools. Educational historians

Butts and Cremin (1953, p. 98) point out that:

> "...this religious-educational diversity inhibited the development of a strong colonial educational system under English civil control and thereby provided the opportunity for distinctively American ideas to develop."

The very first schools were conceived to perpetuate a Puritan theology in a society in which the central social structures were the church and family (Von Til, 1971, pp. 130-135). When major decisions were made, the church prevailed. However, by the 18th century, the colonial legislatures began to transfer the control of schools to local districts. It is worth noting that, as early as the 18th century, decentralization served as a means for providing for diversity. It was during this period of time that public schools or the common school was established. Vasser (1965, p. 89) reports that the common school was organized and governed on a county basis, publicly funded and provided an education for "free" American youth of both sexes.

From its inception, public education in America was not designed to provide for Blacks, although there was a prevailing opinion that the public schools would help to alleviate our society's violence to humans. Horace Mann believed tht "once public schools were established, no evil could reset their salutory influence." He also believed that "universal education could be the great equalizer of human conditions, the balance wheel of the social machinery and the creator of wealth" Thayer and Levit (1966, p. 6).

Michael Katz (1970, pp. 7-15) takes a more indicting posture as he writes about the development of class, bureaucracy and schools. He

described the American educational system as being "universal, tax-supported, free, bureaucratically organized, class biased and racist." Specifically he states (1970, p. 7), "by 1800 the basic structure of American education has been fixed, and it has not been fundamentally altered since that time."

While the underpinnings of public education were being established in America, there were very few considerations for Blacks. "There had been some scattered interest in educating the Negro during the colonial and early national periods, but for the most part the slave of the 'cotton' South had been systematically deprived and denied the benefits of education, often by law, since a slave was seen as mere property to be used as necessary for personal gain" (Von Til, 1971, p. 143). Historically, there has been and continues to exist overt exclusion of Blacks from educational opportunities.

Schools as Organizations

The typical school in our early history was the one-room, one-teacher school. It remained typical in the rural regions which dominated the American scene throughout the 19th century. However, as the population of the country increased, the size, function, and purposes of the schools did likewise. Management of these institutions became more complex. Campbell, Cunningham, and McPhee (1963, pp. 1-6) report, "increased knowledge about schools and new demands on society combined to push schools into taking on more functions." To expand size and function requires a more complex organizational structure.

The rapid shift from an agrarian society to a highly complex industrial system necessitated different responses to the operation of

public schools. Schools thus began to structurally resemble their present day counterparts in industry. This restructuring led to a more formal type organization. Table IV presents a summary of Katz's (1970, pp. 70-81) perception of organization types. From a perspective of historical development, Katz maintains that the social role of a particular system is derived from the type of school organization. However, it is possible to consider the contemporary organization and relate it to its antecedent.

Schein (1969, p. 9) defines an organization as being "...the rational coordination of activities of a number of people for the achievement of some common explicit purposes or goal, through division of labor" and Lawrence and Lorsch (1969, pp. 2-3) define an organization as "the coordination of different activities of individual contributors to carry out planned transactions with the environment."

Both definitions contain the concepts of coordination of effort: achieving some common gaol or purpose through the coordination of activities, division of labor, and the need for a hierarchy of authority. However, Lawrence and Lorsch (1969, pp. 9-22) place special emphasis upon "organizational development."

Diffusion and Adoption Studies

Diffusion and adoption studies have received wide attention over the past few years (Katz et al, 1963: Leonberger, 1964). Rogers (1967) reviewed 506 studies in anthropology, rural sociology and educational and medical technology. They were categorized as follows: stages individuals go through in the adoption process, characteristics of innovations and their rate of adoption, attributes of early and late

TABLE IV

SOCIAL ROLE OF SCHOOLS
AS DERIVED FROM THE TYPE OF ORGANIZATION

Type of Organization	Social Role	Contemporary Movement
Paternalistic Voluntarism	Saw education leading and shaping moral opinion, standardization of institutions, practices and culture	School board consisting of small number of leading citizens appointed by the Mayor
Democratic Localism	Pluralistic; libertarian vision; no control over opinion	Community control (Ocean Hill-Brownsville); decision-making at local level
Corporate	Pluralistic; libertarian vision; no control over opinion	Competing private institutions--Jencks voucher system
Incipient Bureaucracy	Saw education leading and shaping moral opinion; standardization of institutions, practices and culture	Technological innovations in education; computer assisted instruction; seeks to make change within existing structure; advocates educational parks for economical reasons; stresses efficiency and improved educational cost benefit ratio; emphasizes professionalism and the creation of new specialist roles

adopters, influence of opinion leaders on the flow of ideas, and the role of change agents.

Rogers proposes a model in which there are five identifiable stages in the adoption process: awareness, interest, trial, evaluation and adoption. The unmodified use of this model in schools is questionable in that it does not determine the success or failure of the implementation of an innovation. A basic assumption is that during any of the intermediate stages the individual is free to discontinue the innovation, as assumption that does not apply to educational innovations.

The Rogers model is directed toward the adoption of simple technological innovations by individuals. Many educational innovations do not lend themselves to small-scale implementation. However, Rogers generalizes that before any innovation can have a high adoption rate, it must be of proven quality and value, its effects should be easily demonstrable and there must be a free flow of information about it. Furthermore, its cost must be within reason and the innovation must be easily accessible to the adopter.

Conditions for Organizational Change

Some studies on organizational change consider historical conditions that may influence the effectiveness of a planned change. Greiner examined data from a major complex in which Managerial Grid training was utilized to improve decision-making mechanisms of 800 managers. His analysis points out that historical and unplanned forces played a major role in determing the organizational climate and giving impetus to the programs of planned change. Greiner (1969, pp. 51-85) concludes:

> "...that future researchers and change agents need to give greater weight to historical determinants of

> change, with special emphasis being attached to the developing relationship between an organization and its environment. It is within this historical and developmental context that we may be able to explain better why a particular 'planned' change program may succeed in one organization but not in another. ... historical events establish important pre-conditions which enhanced the ultimate effect of Grid training. Without these prior conditions, external pressure, internal tension, outside expertise, it is entirely possible that Grid training might have been a 'flop' at Sigma."

Tannenbaum (1956, p. 47) supports Greiner's contention that a change agent with perceived high prestige and expertise is more likely to be successful in promoting change than one without these characteristics. Other studies concur with the notion that effective change appears to be the consequence of the introduction of an outside change agent at the managerial level (Holland and Weiss, 1951, pp. 635-650).

Systems Renewal in the Louisville Public Schools

Doll, Love and Levine (1973) report on the implementation of planned change in the Louisville Public Schools as the "only large U.S. public school system which has attempted a 'critical mass' effort of this sort so systematically." The Louisville story involves intensive planning, concentrated training, and use of diffusion and adoption concepts.

The Louisville model was initiated in a select group of schools -- Project Focus (elementary and secondary level) and Project Impact (secondary level). Doll, Love and Levine list the concepts found in Project Focus as follows:

> "Teachers were put into teams of eight members consisting of one coordinating teacher, one 'regular' teacher, four Teacher Corps interns, and two paraprofessionals. The teams worked with 'family' groupings of from 100-200 students, providing a student/adult ratio ranging roughly from 25:1 to 12:1. Because of the lessened student/adult

> ratio, members of the team presumably would have an opportunity to gear instruction to each student's interests and needs.
>
> There was an attempt to provide planning time so that team members would be able to develop curriculum approaches, identify the individual learning problems of various students and plan work for the diagnosed needs. Most of the meeting times were to be after school, but flexibility allowing for some day meetings was built in.
>
> Scheduling of the school day in Project Focus classrooms was flexible in accordance with the decisions of the teaching teams, in order to provide opportunities for students to follow their own 'instinctive learning needs' (sic) and also to give the staff more opportunity to guide the 'instructional searchers' of the child. Students were expected to move at their own pace within and between families. The role of the teacher was envisioned as changing from that of a 'teacher' to that of a 'facilitator.'
>
> It was anticipated that each Focus school eventually would be governed by a 'miniboard' composed of parents, teachers, and pupils. There was to be close parental involvement related to program planning and curriculum changes 'as needs arise.' The plan further stipulated that in the final analysis, if pupils and parents in project schools do not conclude that the programs are an improvement, the projects will be discontinued or modified to suit the satisfaction of the communities served."

Project Impact relied on the same fundamental organizational concepts as Project Focus. The major differences centered on the organization and staffing of the "families." Senior high teachers were grouped into subject matter blocks and given the option of teaming or not teaming.

All staff members of the 14 target schools were given an option relative to requesting transfers prior to initiating the change effort. Doll, Love and Levine note that "if you drastically change the framework, philosophy and responsibilities of an ongoing social system without

allowing for 'escape' by those not comfortable with the change, you are building in possibilities for covert, if not overt, subversion."

The school system's Division of Research provided leadership in concepts of process, planning and evaluation. It is reported that most of the current new trends, such as "behavioral objectives, process evaluation, management by objectives, formative and summative evaluation, criterion referenced testing, etc..." were in evidence in the school district.

Attempts at system renewal in Louisville conform to the diffusion, adoption model. Ideas adopted in the original 14 schools were diffused throughout the district. It is interesting to note that the need for change and the change process were determined by a very few persons. When the new Superintendent arrived on the scene in 1969 he was granted a free hand in instituting change. His first year of employment was devoted to setting about establishing a support basis. It is reported that one of his first acts "...was to equip his car with a telephone and literally close his office so that he could spend most of his time the first year actually in the schools."

Doll, Love and Levine note a change in problems from their report in 1971 to 1973. Table V presents a summary of the early problems in 1971 and the later problems in 1973.

Doll, Love and Levine raise a set of questions to which they claim urban educators should give careful attention prior to embarking on major efforts to improve instruction in the schools.

1. To what extent do you have to go through every stage in the process to change yourself?

TABLE V

COMPARATIVE PROBLEMS IN THE LOUISVILLE STUDY

Early Problems (1971)	Later Problems (1973)
-Friction within teams centered on roles and responsibilities between paraprofessional, Teacher Corps Interns and teachers	-Lack of continuous screening of new teachers prior to assignments
-Behavioral Objectives in many instances reflected a parroting of points of view stressed by administrators and trainers	-Some of the support mechanisms for teachers, such as workshops, have been abandoned
-Behavioral Objectives were reflected in measurable terms, however, few objectives dealt with structure and self-discipline; there existed "a relative neglect of structure and adult guidance as compared with emphasis placed on group process and student-centered learning."	-The decrease in the intensity, openness and amount of feedback to the central administration from the schools

2. To what extent can change become an ongoing process developing more from internal than external sources?

3. Is there some way to bring about in urban education improvements that serve the goals and hopes of all major elements in the city?

4. Can technology and humanistic philosophy be hitched together effectively in the service of urban school reform?

Efforts at system renewal in Louisville began in September 1969. Since that time major implications have emerged for others attempting to bring about changes in urban education. Doll, Love and Levine have visited Louisville several times. They have also conducted workshops there. They view Louisville as a laboratory in urban education. Through their efforts, they have derived the following conclusions:

"1. Training and retraining programs for urban school personnel must include considerable stress on developing effective teaching in addition to changes in attitude.

2. The format for training and organizational development should be closely interwoven with the regular academic schedule.

3. Plans for bringing about change falter when resources fundamental to the success of a new program are not provided in sufficient quantity before the program is introduced in the schools.

4. Planning and evaluation procedures emphasizing formative evaluation, behavioral objectives, criterion-referenced testing, and similar approaches have not as yet been shown to have great utility for reforming urban education.

5. Introducing new personnel into the schools on the Louisville scale turned out to have decidedly mixed results.

6. Effective urban school reform requires appreciable

change in teaching personnel, as well as administrative leadership at all levels, from the central office to the individual school building.

7. Among the most important variables in urban school reform are honesty and openness at the top leadership level.

8. The leadership skill and qualities required for urban school renewal are multidimensional and call for a nucleus of several types of persons with diverse traits and capabilities."

This model was designed to implement modifications in the organizational framework for instruction and to bring the school closer to the community it serves. Since 1969 Louisville has made major attempts to do just this. According to Doll, Love and Levine, the efforts have resulted in varying degrees of success. However, the essential feature in this attempt has been the derivation of implications for other school systems attempting to reverse the debilitating nature of current trends in American urban education.

Systems Renewal in Education: A Case Study of the Washington, D. C., Innovation Team

Dr. Gordy's study (1973) is a description of the development of the Washington Innovation Team and its role in implementing system revitalization in the District of Columbia. The Innovation Team came into existence through the Model Schools Division. Under the direction of an assistant superintendent, the Model Schools Division was able to wrest operational control of the nineteen schools in the Division from the elementary and secondary school departments. However, it was made clear that other school departments were to continue servicing the schools within the Model Schools Division.

The changeover had the following major administrative effects:

" - The nineteen principals henceforth reported to the Model School Division assistant superintendent.

- There would be continued reliance on the service departments for performance of many vital functions which were critical to the success of educational programs.

- The transfer of control greatly increased the administrative responsibility without immediate increase in staff.

- Control over the regular school budget allocations for the nineteen schools were not obtained. Funds were then supplied by the United Planning Organization. Beginning in 1966-67, funds from ESEA Title I and Impact Aide sources were secured."

The Harvard Graduate School of Business Administration cited major problems hampering the MSD operation and at the same time made several recommendations for change. The most significant recommendation was to "...establish in each MSD School a resident teacher who will coordinate inter- and intra-school program operations and serve as a supportive resource liaison for teachers and principals."

To accomplish its mission of concentrating "...its efforts in retooling, renewing, recharging and reviving teachers," a group of fifteen teachers, who had participated in summer institutes, and were released from the classroom, became known as the Innovation Team. Their role can best be described as effecting a catalytic change process. This process is based on the idea that persons foreign to a specific school's environment can intervene and by their presence stimulate change in the environment without becoming directly affected by the change process, and thus can be withdrawn from that environment and

introduced into another to serve the same catalytic function. At this time a decision was made to make use of the resources of the Educational Development Center through its Pilot Communities Program. The basic operating premise for Pilot Communities was the use of teams as a vehicle for change. Thus, the MSD Innovation Team became a part of the Pilot Communities Program.

Thomas and Jones (1971, p. 21) delineate a series of Innovation Team operating principles considered by Gordy to be crucial and generally applicable:

"1. Preconditions for Change: There must be widespread dissatisfaction with a given school system if an Innovation Team is to intervene there successfully.

2. Administrative Support: Solid and visible support at each level of the school system's administration must be present from the beginning.

3. Contracting: The process of contracting or making and remaking agreements between the Team and its 'client' never stops.

4. Team Leader: A Team needs a leader as a rallying point for its energies. After the crucial stages, the leader should continue in his role only by consensus among the Team.

5. Team-Building and Planning: A Team must make a conscious effort to work as a team, and it must continue to grow. Its members must confront each other when necessary, lock horns on problems, make decisions, and keep moving.

6. Team Members: Certain characteristics of prospective Team members are imperative if they are to be successful in working with teachers; high intelligence, poise, and self-assurance, specific expertise; tenacity; and

like-mindedness are some of the necessary characteristics.

7. Interaction with the Client System: Team members must walk a difficult path in their dealings with teachers. They must never take part in the system's evaluation of its teachers; on the other hand, they must not shrink from critical interaction with teachers.

8. Relationship Building with Individual Teachers: Team members should go only where they are wanted. They should respond to specific needs, and build relationships with individual teachers in an atmosphere of mutual respect and learning.

9. Quick Response to New Opportunities: Team members' time should be loosely enough allocated to allow quick response to needs that arise on the project site.

10. The Necessity of Trust: Without mutual trust, any helping relationship will flounder."

Although the Innovation Team utilized the above principles as operational guidelines, it is reported that a series of in-group resistances to team development stages were encountered. Gordy identifies these resistances as taking four major forms: "1. challenges regarding the legitimacy of selection procedures, 2. refusing to admit the cohesiveness of the group, 3. questions about the training procedures, and 4. claims that it is futile even to test the possibility of changing the status quo."

The Washington Team considered continuous professional and personal growth as an important aspect of a team operation. Some factors were isolated which were considered essential in Team member selection. It was determined that Team members must: "1. demonstrate willingness and commitment to join in a group in which growth and

continued development are the norms, 2. agree beforehand to be part of organizational development and personal growth laboratories and experiences, and 3. understand that a temporary group, i.e., a team and a system may not have job security, nor the guarantee of step-by-step progression upward, nor the control by rule and regulation found in traditional positions in the system."

By September 1967, the concept of an Innovation Team, a group of teachers charged with in-service training, follow-up assistance in the classroom and supply procurement and delivery was installed in the MSD. The Team was responsible for over 110 different workshops and two major summer institutes during the 1967-68 school term. According to Cort (1969, p. 238), the Team was effective in stimulating many teachers to consider alternative strategies of instruction. Cort also reported that the function of coordination was "the most poorly executed and least effective." However, according to Gordy, the Team did serve as a linking agent for teachers and outside resources; it established human relations meetings with principals and faculties. It is also reported that the Team met with parent groups and other groups concerned with education.

The Innovation Team functioned as a successful component within the MSD, charged with the responsibility of implementing planned changes in the system. Two of the major enabling factors contributing to the success and effectiveness of the Team were:

- A very supportive staff member who was high in the bureaucratic structure of the school system
- The use of outside change agents as the managerial level who were perceived as having much prestige.

A Descriptive Evaluation of Title I Staff Development Activities for 1967-68, Baltimore City Public Schools (Scientific Resources, Inc.)

Baltimore, a large city often cited as typical for demographic, economic, and educational research, has experienced the problem of attracting and keeping able teachers. Further complicating efforts to provide effective instruction is the fact that the population to be served is an eminently mobile one. In 1966, it was reported that some 20,000 pupils newly enter or permanently withdraw each year from the public schools of Baltimore, and another 18,000 change their place of residence within the city. An analysis of the composition of departing, arriving, and relocating populations yields support for the thesis that the "inner city" serves as a staging area, and those families moving from the urban center are those who are on the economic and educational rise.

Although this study was an evaluative review of Title I Staff Development Activities, it included a limited review of the total system. The study reported that the ultimate aim of a staff development system is the improvement of students' educational skills and attitudes. In addition, an interim objective in pursuit of this goal is the improvement in teachers' capabilities and performance. It was reported that the rationale for staff development programs was grounded on several converging assumptions including:

" - The teacher-pupil transaction is the crucial variable in the educative process.

- The teacher's perception of the pupil is based on past experiences, including formal education; that the teacher brings to the transaction acquired assumptions about

children and he will characteristically 'act' on the basis of these assumptions.

- The pupil, in turn, perceives the teacher in a number of ways, dependent on his experiences with other teachers and other authoritative figures.

- Teaching and learning are behaviors, and like all behaviors, subject to review and modification. In fact, the teaching-learning process is probably one of the most complex behavior sequences.

- Through planned training experiences, teachers can learn to analyze, critize, and control their teaching behavior."

Summary

This chapter presented an outline of relevant literature which supports the need for sustained on-going staff development, the concept of schools as organizations, the relationship of in-service education to effective organization improvement, and some of the necessary dimensions for planned organizational change in schools.

The program which will be described in Chapter IV was designed in response to the needs outlined herein and is an attempt to manifest in one program the learning tools and conditions described above.

It should be noted that a program designed essentially for staff development does not always simultaneously achieve organizationally useful outcomes. Bunker (1967), supported by Bass (1967), concluded that organizationally relevant learning is not always identical or comparable with personally relevant learning. Thus, the teachers produced by such a training program may not "become precisely

machined and efficient cogs that can be smoothly slipped into and meshed with the machine of learning." Indeed, it is quite likely that they discover in themselves the courage to differ with the organization, to try to change it, and to force it to become more responsive to the needs of the students.

CHAPTER IV

TRAINING AND DEVELOPMENT OF THE INNOVATION TEAM

Introduction

This chapter describes the development of the Baltimore Innovation Team which was housed in the Teaching and Learning Center. It describes how the Team was built, how the team work was cultivated, and how the temporary group was improvised to form a team. The Innovation Team was comprised of sixteen teachers released from classroom teaching responsibilities for the purpose of experiencing intensive renewal activities and then attempting to proliferate via diffusion and adoption theory, those experiences throughout the Project schools in an organized, consistent and sustained fashion.

Rationale for the Teaching and Learning Center and the Innovation Team

Social scientists enable us to view the school as an open system. Banathy (1968, p. 23) defines systems as "deliberately designed synthetic organisms, comprised of interrelated and interacting components which are employed to function in an integrated fashion to attain predetermined purposes." Matthew Miles (1964, p. 13) considers a system to be: "...a bounded collection of interdependent parts maintained in a steady state in relation to each other and the environment by means of 1. standard modes of operation, and 2. feedback from the environment about the consequences of system actions." The whole notion of social systems theory is espoused by Owens (1970, pp. 68-70) in his presentation of the concept of open systems.

An open system within the context of a social system is comprised of the individual, the role, the work group, the organization and the culture (Owens, 1970, pp. 68-72). Each element is in constant interaction with the others and with its environment to accomplish common goals in a system. An open system is self-regulating and retains its own identity even through its interactions. The Teaching and Learning Center was conceptualized, designed, installed and implemented as an open system. Its interactions chiefly involved inservice education for educational personnel by providing mechanism for integrating theory, common sense, and practice.

The challenge of providing quality education to the children of the inner city is usually met with a host of special programs, instructional systems, and new curriculum materials. Most of them are singular in approach and are developed on the assumption that they could be inducted into the ongoing educational system. Some guarantee that if the necessary pre-conditions are met and instructional procedures followed systematically, student achievement will be improved. Others, which are more comprehensive in attempting to change the methods, materials, and total organization of the school, are expensive or still incompletely developed. The component programs, when used singularly, show little indication of being effective.

A reason widely given for the failure of such efforts is that components used singularly do not attack the root problem, which concerns itself with the capacity of people to change, experiment, test, and adopt new ideas in response to changing societal needs and demands

of students. The team approach concentrated upon this fundamental problem by stressing team training in a variety of affective and cognitive skills.

The need for basic reform in education is summarized by Bruner (1970, p. 85):

> "There is throughout the whole system of education a need for redirection which reaches beyond the mere application of new techniques and systems, to reflect a need to change educational goals from merely providing instruction, attainment of skills, and conformity to societal principles to those developing individuals who are open to change, who are able to learn continually."
>
> ...those goals imply in turn that educators themselves must be open and flexible, effectively involved in the processes of change. They must be able to both conserve and convey the essential knowledge, skills, and values of the past, and to welcome eagerly the innovations which are necessary to prepare for the future."

If this is true, schools must develop goals defined in terms of behavior change desired in people and in the organic relationships in a system.

A repeated retreat to simplistic solutions, for example, to seeking cures to low reading scores through the manipulation of a single variable, such as class size, non-grading, tutorial plans, or a particularized reading method has not worked. It is hypothesized that this is so because teachers and children teaching and learning in schools are part of an organically related environment; a seemingly insignificant dysfunction in one place in the system may directly affect the day-to-day learning of a student. For example, a decision

made on scheduling art and science specialists may become a crucial factor in organizing the learning day; of the time and sequence of presentation of ideas; or whether the teacher teaches a given subject.

The establishment of the Teaching and Learning Center and the Innovation Team was based on the assumption that the cause of the child's failure is not inherent in the child himself, in his genetic background, or in his natural capacity. His failure is attributable directly to the failure of society to organize and to deliver services of learning, acculturation, teaching, and life support at the right time, in the right place and in a format appropriate to motivate and cultivate growth of the whole person.

The school system, along with other societal institutions, is at fault. One, and only one, part of the solution is to improve the capacity of the school to change itself, to analyze its problems, assess realistically its own needs to test, and to invent, and finally, to implement solutions to pressing problems and needs. Lippitt (1967) p. 28)

System change, as manifested by the Innovation Team through the Center, demanded more than the manipulation of structure, school procedures, rules and regulations; it meant more than change in texts to Bank Street types or increased training for teachers. It mandated efforts toward growth in all parts of the system and it dictated that this must be done through the cultivation of people within the system. The enlargement of their capabilities to grow, to change, to attack problems and to become accountable for what they produce is the key to

opening the way for children to succeed.

The Team, the teaching assistants, and the Center were to evolve strategies for increasing the capacity of the school to reshape itself into a humane and responsible institution which services children and judges its success or failure directly on the institution's success or failure.

The Team Approach

It decided to try the team approach even though the old staff-line relationships, or the pyramid of transferring authority did not try it for several reasons. First, learning calls for a new look; it requires members to understand and deal with authority and leadership, and know whence it is derived, rather than merely to accept its status. Secondly, the team approach makes use of collective knowledge, information and interests of a number of people. The tasks confronting a team are so complex that they demand a wider range of knowledge and skill than one person can possess. Third, the team approach offers opportunities to work toward group goals through task accomplishment that benefit many rather than one. Teaming enables working for major outcomes rather than mere individual success, and in so doing, delivers inherent rewards that are derived from collaboration rather than purely individual actions. Finally, the team approach provides individuals the knowledge and support of others. Efforts to alter the changing forces in organizations are trying and test the fortitude, spirits and stamina of individuals. Support from individuals who share common experiences and similar goals is personally rewarding and can be programatically

productive. The team approach enhances a nurturing and nesting relationship.

Furthermore, temporary systems such as the Innovation Team can perform the following functions in organizations (Sherburne, 1971):

> "They can provide outlets for problems the formal organizations can't handle. They can absorb, counteract, and make up for the malformations in the larger system.
>
> They can induce change. Temporary systems can unfreeze old habits and attitudes and stimulate new ones.
>
> They can accomplish short-term tasks. Temporary systems can accomplish short-term tasks more effectively than formal organizations, because they aren't always encumbered by the historical freight that weights down the larger system.
>
> They can energize systems with new ideas, technology and skill. A temporary organization with access to research and knowledge outside the system is a natural source of new ideas. They can take a higher order of risk than persons who are responsible for routine and permanent task roles in the system."

The temporary system concept of teachers as change agents evolved from the principle that a peer to peer relationship is the most effective mode to induce change within the client system. Prior to identifying team members, a set of criteria was developed and a negotiation process was enacted with the managers of the system.

The Innovation Team as a Temporary System

Bennis (1964) refers to a temporary system as one comprised of individuals working toward common goals who join together for a limited period of time within a permanent organization. The Innovation Team functioned to perform specific tasks or to delineate sets of tasks for

the accomplishment of specific outcomes. As a temporary system, the Team acquired personal power, detached itself from the usual power structure and made use of special knowledge and financial resources.

Establishing the Innovation Team

Three years prior to actualizing the Innovation Team the idea prevailed conceptually in the mind of the investigator. During that span of time, potential Team members were identified and the investigator developed plans which included seeking out stipends, long term apprenticeships and innovative programs for potential candidates. The system was manipulated to enable participation of candidates in such programs as Education Development Center's Man: A Course of Study, and Elementary Science Study; Hilda Taba Teaching Strategies; and Science: A Process Approach.

At this point in time when the school system accepted the team concept, nine potential team members had received intensive training in new instructional approaches, and all but one of the persons accepted membership on the Team. Intense negotiations with leadership in the school system provided for the release of these teachers and eight additional teachers to engage in a six-month training and application cycle.

It had previously been determined that the Education Development Center would be the prime contractor for developing the Team. This decision was based on EDC's previous record in developing Innovation Teams in four other cities through its Pilot Communities Program.

The training components developed were directly related to the

objectives outlined in the system's Structure for Learning which describes the social behaviors that teachers and students should demonstrate and the components of the learning environment and the system to support these behaviors. In a parallel way it describes the cognitive-related behavior teachers should demonstrate and the cognitive-related components which were to be built into the learning environment and the system.

The learning objectives for teachers were delivered through specific training components for members of the Innovation Team, who in turn produced these for teachers; and teachers were to extend them to the classroom to affect student behavior. The assumption was made that the successful and productive behavior which teachers should demonstrate in the classroom must also be demonstrated and modeled in the staff development programs in which they participate and in the system support and decision making procedures in which they participate.

Tables VI to XI illustrate the outcomes expected from the training components.

The Methodology of Training

The training which members of the Team and ultimately teachers received differed from university and academic training in four dimensions. First goals for learning were jointly set by trainers and teachers on the basis of immediate needs in classroom. Second the methodology was pragmatic and concrete. That is teachers actively handled the actual materials in workshops they used in their classrooms.

TABLE VI

TRAINING FOR PERSONAL SKILLS AND SOCIAL OBJECTIVES
(Target - Innovation Team)*

1. Goal Setting - Training in assessment of instructional need of target group of teachers, attitudes, and developing beginning strategies.

2. Communication Training - Improvement of personal skill in communicating, by workshops using psycho-social learning exercises, group process activities, and strength training.

3. Decision-Making - Training in how decisions are made and of process in target group.

4. Self-Evaluation - Training in utilization of feedback from others, use of micro-teaching to evaluate self.

5. Analysis of Systems - Training in how to analyze systems, to generalize about their workings, and to adopt constructive mechanisms for bringing about adaptation and change in them.

6. Developing the Helping Role - Training in understanding and practicing the helping and supportive role, in opposition to supervisory, evaluation and competitive role.

7. Resolution and Channeling of Conflict - Training in handling of conflict dissonance, and acceptance of differences on emotional level, particularly related to ethnic groups.

8. Management and Organization - Training to design in-service programs for teachers, equip and organize resource center, and to operationalize program.

9. Leadership Training - Training to study roles, leadership, and assumption of leadership within the team as a group.

*All team members were trained toward these objectives

Source: EDC Training Plan

TABLE VII

TRAINING FOR PERSONAL SKILLS AND SOCIAL OBJECTIVES
(Target-Teachers*)

1. Communication Training - Improvement of personal skills in communication, by workshops, using psycho-social learning exercises, group process activities, and strength training.

2. Self-Evaluation - Training in utilization of feedback from others and use of micro-teaching to evaluate self.

3. Utilization of Resources - Training to seek help and information within system and without, and how to define role of team and work for it.

4. Resolution and Channeling of Conflict - Training in handling conflict, dissonance, and acceptance of differences at emotional level, particularly in relationship to ethnic differences.

*All teachers will be trained toward these objectives

Source: EDC Training Plan

TABLE VIII

TRAINING FOR COGNITIVE OBJECTIVES
(Target - Innovation Team*)

1. Teaching Oral Language - Training teachers how to create an environment which generates wide use of oral expressions.

2. Teaching Reading - Training teachers to use three-four reading methods through workshops and demonstration.

3. Diagnosis of Language Production and Reading Readiness - Training teachers by observation how to make continuous and informal diagnosis of a child's progress.

4. Teaching Number and Computation Skills - Training in informal methods of number discovery by workshops, demonstration.

5. Teaching New Math - Training in teaching new mathematics through film, workshops, and classroom demonstration.

6. Making Instructional Materials - Training teachers in the making of instructional materials through workshops.

7. Teaching New Science - Training in teaching science as a problem-solving activity. Introduction of new curricula which use problem-solving approaches and laboratory methods.

8. Individualizing Instruction - Training teachers in organizing a classroom for the integration of subject matter, individual pacing of each student and wide use of material.

9. Integrating Curriculum - Training in how art, music, social studies, and health are integrated into a whole curriculum, and are used to reinforce and develop basic skills, as well as cultivate self-expression, and add knowledge.

10. Developing Curriculum - Training in development and adaptation of curriculum to fit individual classroom and locale.

11. Conducting Workshops for Teaching - Training in how to conduct workshops for teachers which are practical and enable a teacher to make immediate use of learnings and techniques.

*Team members will specialize. All members will not receive identical training for the above objectives

Source: EDC Training Plan

TABLE IX

TRAINING FOR COGNITIVE OBJECTIVES
(Target-Teachers*)

1. Teaching Oral Language Skills - Training teachers how to create an environment which generates wide use of oral expression.

2. Teaching Reading - Training teachers in use of three-four methods of teaching reading.

3. Diagnosis of Language Production and Reading Readiness - Training teachers to make continuous and informal diagnosis of a child's progress.

4. Teaching Number and Computation Skills - Training in informal methods of number discovery.

5. Teaching New Math - Training in teaching new mathematics through film, workshops, and classroom demonstration.

6. Making Instructional Materials - Training in the making of materials for teaching and learning by teachers and children.

7. Teaching New Science - Training in teaching science as a problem-solving subject, with wide use of the laboratory method and concrete learning materials, developed out of children's interests.

8. Individualizing Instruction - Training teachers in organizing a classroom for the integration of subject matter, the individual pacing of each student, and the wide use of materials.

9. Integrating Curriculum - Training in how art, music, social studies, and health are integrated into a whole curriculum and are used to reinforce and develop basic skills, as well as cultivate self-expression and knowledge.

10. Developing Curriculum - Training in development and adaptation of curriculum to fit individual classroom and locale.

*Teachers and principal will choose. All teachers will not receive training for all cognitive objectives.

Source: EDC Training Plan

TABLE X

DEVELOPING AND DESIGNING SUPPORT
IN SYSTEM FOR SOCIAL OBJECTIVES
(Target-Administration and Community)

1. Decision Making - Develop mechanisms for involving teachers and parents in decisions at points which directly influence what and how subjects are taught.

2. Continued Learning - Build concept into system of necessity of a school being a learning environment for staff and personnel as well as students. Design substitute training program to support in-service training.

3. Communications - Generate a loop of communication that moves from teachers up, as well as from the top down. Involve principals and resource people in workshops.

4. Role Definition - Encourage clearer role definition which emphasizes collaboration and participation in contrast to administration. Involve teachers and administrators in collaborative workshops and planning.

5. Evaluation - Delineate methods of evaluation of teacher success directly related to goals set by collaborative efforts in system, and related to training teachers receive.

6. Reinforcement - Design reward, advancement, and recognition system which reinforce objectives specified for classrooms for teachers.

7. Community in Schools - Activate feedback loops to use and train community personnel in legitimate educational activities, as paraprofessionals, substitutes, volunteers, and resources for knowledge and skill.

Source: EDC Training Plan

TABLE XI

DEVELOPING AND DESIGNING SUPPORT
IN SYSTEM FOR COGNITIVE OBJECTIVES
(Target-Administration and Community)

1. Material and Logistic Support - Operationalizing of resource center for training of teachers and maintenance of workshops.

2. Material System - Establishing supply systems for new and innovative materials connected to workshop and training program, which allows immediate response to teaching needs.

3. Testing and Evaluation - Establish long-range time line on summative evaluation of new programs and training; that is, develop concept of acceptability of looking at child and teacher's growth over a span, rather than single increment of one school year, or one grade.

4. Testing and Evaluation - Utilize wider range of instruments for assessing events in classroom and learning; seeways to measure skills in responsibility, independent learning, problem solving, and perseverance, attributes which contribute as much or more to life success than academic achievement.

5. Integrated Planning - Encourage planning and procedures which support curriculum adoption in light of "wholistic goals" for learning and growth - not singular subject matter ones.

Source: EDC Training Plan

Also the test of success was immediate to the extent that teachers were able to teach more effectively the next day in the classroom. And finally learning by interaction with peers was maximized as compared to the goal of individual success typical of formal university training. Workshops emphasized the necessity for peer colaboration at all levels within the school environment.

The in-service training program was viewed as distinctly different from pre-service and academic preparation. It was designed for day-to-day support and practical learning of teachers while they were on the job and personally and actively relating to the problems of teaching.

The following tactical training methods were used in workshops and the follow-up assistance was provided in classroom: laboratory discovery learning - inductive method; lecture and directed teaching; classroom demonstration and observation; discussion of filmed classroom; utilization of training films; workshops to make, build, and create; workshops to learn sequential materials; group process training; micro-teaching; strength training; role-play; creation of teaching materials; field trips to other schools; and short-term off-site apprenticeships.

In training programs where the Innovation Team was the primary target, trainers were the staff of Education Development Center with assistance from consultants from known and tested programs. The objective for the Innovation Team was to acquire intensive experience from the strongest resources possible. At this point the interface

between the school system and outside resources was regular and intensive.

As the Team was trained and began to establish an in-service program for teachers, the use of outside trainers and resources diminished. The Team assumed the training role itself, only using consultants for special and new learnings and as agents of motivation to maintain interest and freshness. At this point, the procedure of transfer of learning was not to stop with the Team; rather the Team viewed its role as one of developing in other teachers the capacity to share and to teach other teachers.

The ultimate success of the program was the creation of an environment in schools in which teachers could be responsible for their own learning and development, and could alternate between sharing of knowledge with peers, and reaching out to experts and outside resources to enrich their own learning.

The development of the Team involved experiencing the change process of unfreezing, changing, and refreezing that the potential client system would follow.

The unfreezing process, the process by which old behavior is given up involved Team members in an intensified two-week team building laboratory in a motel under extreme stress. After the two-week lab experience, Team members reported to their temporary home base (an under-utilized school). It was here that the two mechanisms of identification and internalization, key elements in behavior change, took place. During this phase, plans were made as to how the Team

would function and/or provide services to the client system.

Shortly after the above phases, opportunities were presented to enable entry into the client system; and informal needs assessment was developed and modeled. As Team members interviewed teachers and administrators the process of refreezing or cementing the newly acquired behavior, began to occur. Over the next several weeks the training consisted of new experiences in specific curriculum areas and off-site visits to study programs or participation in workshops. During this time span there were frequent interfaces with the Project's instructional and administrative staff through planning sessions.

As summer approached, the Team undertook its first major task - to design, organize, and conduct a mini-summer school which provided a lab setting for selected teachers. The summer school experience enabled the group to apply new learnings and to make adaptations to a new environment. Also during this period the Team was arranging to relocate to a permanent site and officially open the Teaching and Learning Center. Materials were purchased for future workshops, trips were planned, training aids were developed (including two booklets), and the next major task was planned and organized. This task included interviewing, hiring and training a cadre of substitute teachers.

This special program was designed for training the substitutes who replaced classroom teachers during in-service days conducted by the Team. The substitutes received instruction in the following areas which emphasized their special roles: 1. communication skills, 2. the understanding and use of the teaching role, 3. organization

of a class for individual learning, 4. procedures, regulations, and record keeping. In addition each substitute chose some subject specialty, and was involved in targeted training programs described for teachers, which enabled each substitute to pursue some instructional program independently when the regular teacher was attending a workshop. (See The Teaching Assistants Training Program, Appendix A).

The Operation of the Program and Phases of Development

A brief description of the Learning Center and the operation of the Team is useful as background to an outline of the developmental phases.

The Learning Center was a "home" and "resource" to teachers; a place where they could examine the latest innovative materials, check out and borrow special equipment, obtain help with an unusual instructional need which could arise on the spur of the moment, and a place where they could meet regularly for workshops and training sessions in an informal atmosphere. The materials for making, constructing, painting, creating, and designing were on hand, and resource people were available to help.

The Learning Center was a resource in a different way to the community, in that it served as a place where parents could learn what went on in the classroom, could become involved in workshops to clarify objectives of learning and the purposes of methods pursued in the classroom. The location of the Learning Center, in space adjacent to the Model Cities Center and program, provided unusual opportunities to explain and define the educational program of the school to the

community and to actively involve community members in the process of improving instruction.

The formal program of the Center consisted of regularly scheduled workshops for teachers during the regular school day. The substitute corps (or corps of adjunct teachers) enabled the 180 teacher corps in the Model Cities Schools to have 5 - 10 days of training in the three categories during the school year. One category was 1 - 2 day workshops dealing with a limited objective or skill in one of the areas specified in the training section. A second category was Time and Sequence Workshops, which enrolled a teacher for workshops up to eight days in length, but in which training occurred over a period of several weeks or months. This kind of training supported the on-going teaching of sequential programs. A third category involved workshops of no more than five days duration in which training occurred intensively and continuously. This pattern reflected the demands of training in communication, group process, conflict resolution, and rapid up-grading of skills in specific areas.

Workshops were followed up by Team members through visits to the classrooms of teachers and to the buildings to see if assistance was needed in the classroom in making use of workshop ideas or in material support.

The Learning Center maintained personnel who ordered or purchased small supplies quickly and who were responsible for delivering them immediately to classroom teachers.

The Learning Center also organized and scheduled the adjunct

teachers (substitutes). A central call service operated late in the afternoon and early in the morning to insure that all classes were systematically covered.

Teacher enrollment evolved with the program. In the beginning stages, before teachers knew how to use the resource, or before they could even anticipate what kind of a service could be provided, the design for involvement was voluntary. That is, teachers and principals were informed of the existence of the Team, and Team members met with teachers of each building in one or two lengthy meetings to talk about needs for instructional support as the teacher perceived them.

The first courses and workshops were designed for and determined by what the teachers and principals, in these first meetings, saw as immediate and urgent needs. Efforts were made to let teachers make the first choices and entries into the Learning Center on the basis of their own interest and concern.

Once such workshops got underway, larger total designs for Time and Sequence Workshops introducing new curriculum, and for one and two-day interest workshops on special skills were announced. At this stage Team members began working with teachers and principals to enroll teachers in specialized workshops appropriate to the larger needs of a given building.

It was essential that the service be viewed not as compulsory training, but as an educational resource to the teacher which made life as a teacher more exciting, pleasurable, and productive. The process

of how the teacher was enrolled in learning was regarded as being as fundamental as what was learned.

Criteria and limits and decision-making procedures in areas where questions arose were worked out jointly with the Team and principals of buildings. It should be emphasized that teachers did have choices and all teachers did not receive the same training.

The Innovation Team commenced training in February 1971. The Teaching and Learning Center became operational in September 1971. Three phases of development were pursued in this program as illustrated in Table XII, XIII, and XIV.

The Team did not in any way supercede, substitute for, or change the focus of existing services and operations in the schools. It was designed to meet a need for intensification of services to the target schools; to provide more training and support (human and material) for teachers; to deliver materials more quickly and in relationship to the needs; to guarantee that all possible resources of the school were utilized to the maximum in these schools where high quality performance was the desire of all.

The work of the summer mini-school with children and teachers indicated key interests and needs of the teachers. These were for intensive support in language arts and in reading. The teachers wanted more training in developmental reading, more training in the development and use of relevant, concrete learning materials, and wider experience with how to organize classrooms to meet the individual differences in abilities encountered in children in the

TABLE XII

Phase I - Planning and Training

STAGE	TASKS	TARGET	TIME	DATE 1971
A. Choosing a team	Choose EDC staff	EDC, Model Cities, Staff		Feb. 1
	Establish criteria	Principals, Staff, Teachers	1 day	Feb. 2
	Decision-making procedure	Principals, Staff, Teachers	1 day	Feb. 2
	Observations	By outside observers	2 weeks	Feb. 15
	Develop role	EDC, Staff, Teachers	2 days	Feb. 20
	Design removal classroom	Principals, Staff	2 weeks	March 1
	Space for training		Concurrent	March 1
	Training Plan	EDC, Staff	Concurrent	March 1
B. Training the Team	Training Program, embracing training specified from 1.1 - 1.8	Innovation Team	10 weeks, approx. 1 week to each training objective	April 15
	Develop evaluation and objectives	Innovation Team	Concurrent	April 20
	Organize for decisions on Summer Institute	Innovation Team		
	Involve administration in workshops	Model Cities Staff, EDC	Concurrent	May 1

TABLE XII (continued)

Phase I - Planning and Training

STAGE	TASKS	TARGET	TIME	DATE 1971
C. Planning the Training Program	Assess needs	Teachers, Staff	Concurrent	June 1
	Design program	EDC & Innovation Team	Concurrent	June 1
	Secure participants	EDC & Innovation Team	Concurrent	June 1
	Logistical support	EDC & Innovation Team	Concurrent	June 1
	Schedule	EDC & Innovation Team	Concurrent	June 1
	Evaluation	EDC & Innovation Team	Concurrent	June 1
	Design training for adjunct teachers	EDC & Innovation Team	Concurrent	June 1
D. Operating the Summer Institute	Administration	EDC, Team	6 weeks	Aug. 15
	Feedback & evaluation	EDC, Team, participants		
	Conducting workshops	EDC, Team, consultants		
	Team skills in cognitive areas 2.1 - 2.9	EDC, consultants		
	Workshops for parents	EDC, Team		

TABLE XIII

Phase II - Development of the Center and Its Program

STAGE	TASKS	TARGET	TIME	DATE 1971
A. Establishing the Center	Physical arrangement of building	Team, EDC	6 weeks	Oct. 15
	Installing equipment	Team, EDC	Concurrent	
	Setting up procedures	Team, EDC		
	Setting up adjunct teacher service	Team, EDC	1 week	
	Develop program through building meetings	Team, teachers		Oct. 15
	Testing for data base	Evaluators, teachers	2 weeks	Oct. 15
	Training adjunct teachers	EDC, Team	1 week	Oct. 15
	Administration workshop	EDC. Team		
B. Operation-alizing the Program	Publish announcements of workshops	Team	8 weeks	Dec. 15
	Conduct workshops	Team, consultants, EDC	Concurrent	
	Classroom visits	Team	Concurrent	
	Plan sequence workshops	EDC, Team	Concurrent	
	Secure consultants	EDC, Team	Concurrent	
	Arrange apprenticeships	EDC	Concurrent	
	Team decision procedures	EDC, consultant, Team	Concurrent	

TABLE XIII (continued)

Phase II - Development of the Center and Its Program

	STAGE	TASKS	TARGET	TIME	DATE 1972
C.	Enlarging the Workshop	Publish schedule Enroll teachers Conduct workshops Evaluation & feedback Meet with principals & administration	Team Team EDC, consultants EDC, Team	16 weeks Concurrent	April 30
D.	Planning for Summer	Assess needs Formative evaluation Plan for sister school Design summer program Plan operation Choose team leader Develop plans to return teachers on Team to classroom Design summer evaluation	Team, Teachers Evaluator, Team, administration Team (EDC) Team, Staff, Teachers Team, Staff, Teachers Team (EDC) Team, Staff, administration Team	4 weeks	May 30

TABLE XIV

Phase III - Innovation Team Operates on Its Own

STAGE	TASKS	TARGET	TIME	DATE 1972
A. Conduct Summer Institute	Same as those described in Stage D of Phase I	Same EDC role phasing out (consultant only)	6 weeks	Aug. 15
B. Center Program continued	Sequence of tasks in Stage C, Phase II	Summative evaluation initiated EDC phasing out	16 weeks	Dec. 30
	Plans for sister school workshops and follow-up	EDC, Team (consultant)		
	Train new Team members	EDC, Team		
	Reassess program, involve new procedures	EDC, Team (consultant) EDC phase-out except for evaluation consultation		Feb. 1973
		Team Independent		Spring 1973

Model Cities Pilot Schools. Several requests were made for in-depth assistance in initiating and maintaining innovative instructional programs in math and science with materials and human resources to sustain such programs.

The program of team support to teachers was designed to meet such needs and to continually assess the changing needs of teachers, students and the community as the program developed. The Team provided assistance to teachers in enabling teachers and students to become partners in learning as they went about creating a physical environment conducive to excellence in performance. The Team was service-oriented, the goal being to improve the instruction given by teachers to students and consequently to improve the performance of students. It was not an administrative or line relationship, but a supportive relationship intended to minister to the educational and learning needs of teachers.

The Team drew upon the skills, knowledge, and experiences of the supervisory staff. Such linkages extended the usefulness and value of supervisory personnel.

First Year Innovation Team Activities

During the first year of operation the Team was effective in enlisting the interest and involvement of many teachers, in stimulating many teachers to consider alternative strategies in teaching and instruction, and in providing teachers with methodological tools. Over one hundred scheduled workshops involving 302 teacher-training days and a summer mini-school were conducted by the Innovation Team.

Other Team accomplishments during the first year included: developing and following through with a teachers' assistant training program for twenty-four permanent substitute teachers, constructing numerous training aids, training of parent advisory councils for each of the six project schools, designing the second year proposal for the Team operation, rapid delivery of instructional and curriculum materials and equipment to the target teachers, continuously negotiating the use of external consultant services, and producing several publications which included Shutterbug - photography handbook for children, Shoe Box Lab Activities - a language arts workbook for teachers, and Human Relations Training Booklet for Substitutes and Aides.

Both local and national attention was focused on the Team. Team members participated in local and national activities as facilitators or discussion leaders. Some of the activities included: The Association of Supervisors and Curriculum Developers (ASCD) National Conference; City-wide Reading Clinic for Baltimore City Public Schools; demonstration lessons in local colleges; series of human relations labs for the Richmond, Virginia Public Schools; and consultant services to Urban/Rural Program.

The Innovation Team was organized in a manner which enabled each Team member to function in two ways. First, each member served on a sub-team with a particular discipline responsibility. The four sub-teams consisted of Language Arts, Math, Science, and Social Studies. Within this framework, each member within a discipline

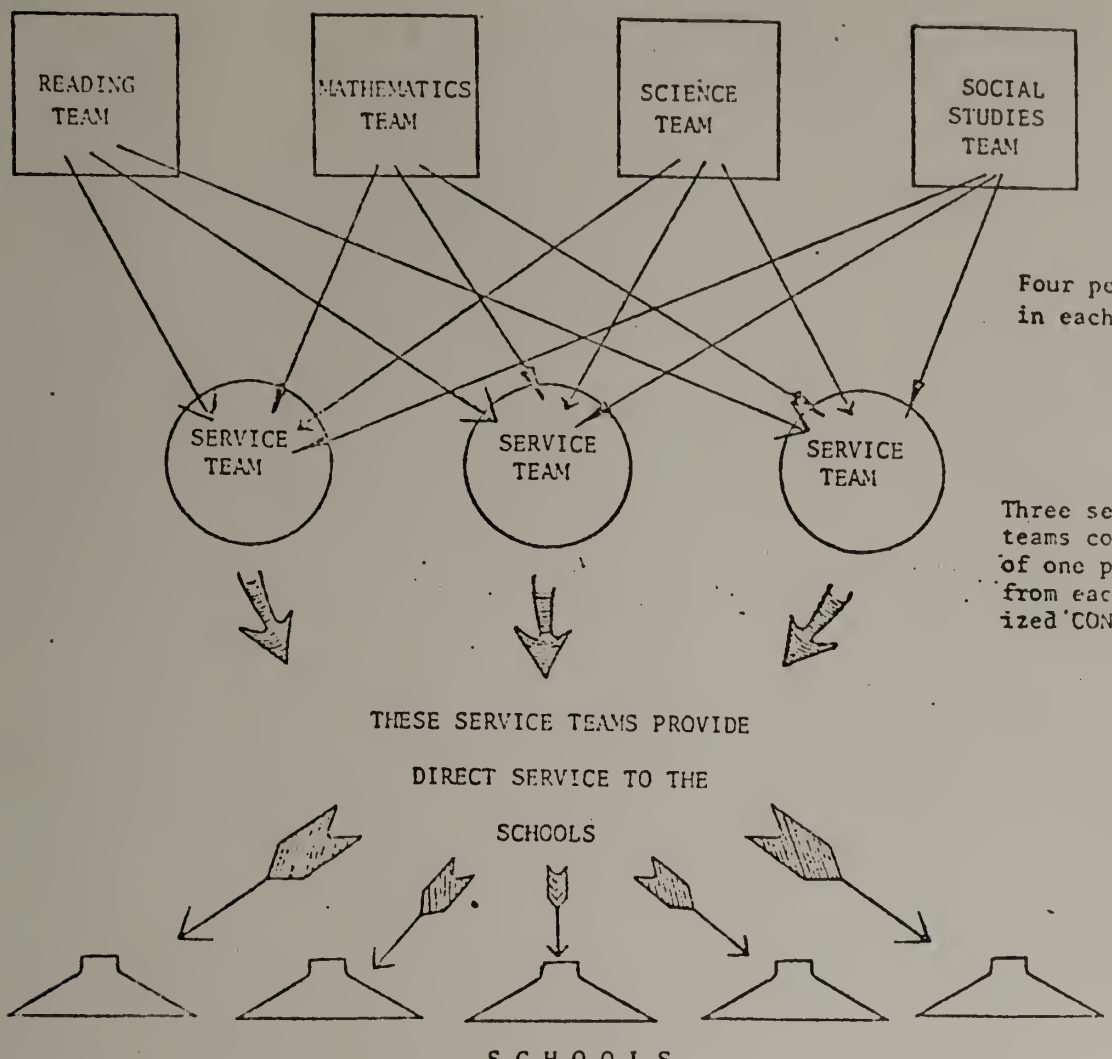
cluster concentrated on planning, designing, and conducting workshops and support activities for that discipline. In addition to this organizational structure, one Team member functioned as workshop coordinator and one functioned as coordinator of the teachers' assistants. The Team leader was a full time external consultant on the staff of the Education Development Center.

Secondly, there were three functional service sub-teams. A member from each of the discipline teams formed a sub-team. This structure provided an interface of disciplines to service a pair of schools. This sub-team functioned primarily to give direct services to teachers in the schools by following up workshops with the teachers in their classrooms, conducting demonstration lessons, conducting school-based workshops, delivering instructional materials, supplies, and equipment to the teachers, and assessing needs of the classroom teachers. Figure III illustrates the organizational flow of the Innovation Team.

As needs were assessed within the schools, this data was fed into the discipline sub-teams. Consequently, the discipline sub-team would analyze the data and plan for workshop offerings at the Teaching and Learning Center. Workshops offered at the Teaching and Learning Center were advertised monthly. (See Appendix B) As teachers applied for the workshops, the workshop coordinator handled all of the arrangements which included ordering of materials, obtaining consultants, assigning the workshop responsibility to a particular Team member and ensuring that participants requesting follow-up

FIGURE III

INNOVATION TEAM SERVICES FLOW



services in the classroom received those services. The coordinator of the teachers' assistants (trained substitutes) had the responsibility of ensuring that teachers' assistants were assigned to the classes of target teachers attending workshops.

The twenty-four teachers' assistants enabled the Teaching and Learning Center to accommodate at least twenty-four teachers for each workshop. However, in many instances, individual schools made internal organizational arrangements to ensure that more than twenty-four teachers attended workshops. In some instances, non-project schools arranged for their teachers to attend workshops.

Crucial factors in the Team operation were that after teachers completed a particular workshop they would take with them materials to initiate the activities in their classroom for the next day and if they so desired a Team member would be available to assist in the initiation or reinforcement of the new learnings. Normally, when teachers participate in new training programs, several months pass before the materials become available for use in the classroom. In many instances, this delay in the delivery of materials has created teacher frustrations.

Tables XV through XVIII summarize the number and types of workshops offered by the Team.

Summary

In this chapter a description of the development and operation of the Innovation Team and Teaching and Learning Center has been presented. The numbers of teachers participating in the first year

TABLE XV

FIRST WORKSHOP SERIES
(October, November, December)

No. of Workshops	Topics of Workshop
10	Reading
11	Mathematics
6	Black Studies
3	Social Studies
3	Science
3	Human Relations
2	Cardboard Carpentry
2	Learning Things
1	Art

TABLE XVI

SECOND WORKSHOP SERIES
(January, February, March)

No. of Workshops	Topics of Workshops
11	Reading
5	Mathematics
4	Human Relations
3	Open Education
3	Black Studies
2	Science
2	Being a Woman
1	Media Techniques
1	Learning Things
1	Cardboard Carpentry
1	Cultural Arts
1	Art

TABLE XVII

THIRD WORKSHOP SERIES
(May)

No. of Workshops	Topics of Workshops
6	Reading
5	Open Education
5	Sewing
4	Math/Science
2	Social Studies
1	Learning Things
1	Cultural Arts
1	Being a Woman

TABLE XVII

MONTHLY SUMMARY OF WORKSHOP PARTICIPATION

Month	Number of Participants	Month	Number of Participants
October	101	February	177
November	127	March	190
December	143	April	0
January	152	May	136

(Number of Slots Available 1,497)

(Number of Slots Used 1,026)

workshop offerings and the scope of workshop offerings illustrates the extent to which the Team committed its resources to beginning the processes of planned educational change within the Baltimore City Public Schools and of functioning as change agents.

Presented in the next chapter are the results relating to the effectiveness of the Innovation Team concept in the program.

CHAPTER V

AN ANALYSIS OF THE EFFECTIVENESS OF THE INNOVATION TEAM

Introduction

To assess the effectiveness and impact of the Innovation Team approach, an evaluative study was designed and conducted with the help of several staff members from the Laboratory of Psychometric and Evaluation Research at the University of Massachusetts, Amherst.

The first few months of the Innovation Team operation can be viewed as primarily a training and objective-setting phase. However, due to the short life of the Team (two years), effectiveness of the first year operation was also a matter of concern. The question of extent of effectiveness was analyzed through four major tasks:

1. Deriving the objectives of the Innovation Team;
2. Constructing a questionnaire designed to assess the impact of the team;
3. Administering the instrument to a sample of Model Cities Pilot Schools teachers;
4. Analyzing and discussing the results of the questionnaire.

The construction of the teacher questionnaire was based on the objectives the Team had set for itself. A copy of the instrument is presented in Appendix C. The questionnaire data was collected and analyzed for the purpose of determining statements about the Team's impact effectiveness as perceived by a random sample of teachers.

Since the Project was terminated March 15, 1973, these evaluative data could not be used to improve the program. Nevertheless these data provided information as to how successful the Team had been in implementing planned change.

Deriving the Innovation Team Objectives

The first task was essential in that the investigator had to determine what areas the Team members expected to affect. Before the investigator could assist in the design and implementation of an evaluation instrument, it was necessary to determine Team objectives for the purpose of directing evaluative efforts.

This determination of the Team's objectives took place during a series of Team meetings led by Dr. Ronald K. Hambleton, Frank Stetz and John Newby of the University of Massachusetts. The procedure utilized was small group discussion of the Team members' perceptions of the Project's objectives. "Each small group was led by a coordinator whose purpose was to elicit response to the question: What do you see as the objectives of the Baltimore Model Cities Pilot Schools Innovation Team?" (Hambleton et al., 1973)

Each group produced a set of objectives which was subsequently edited and organized into categories. After the objectives of the Team had been edited and recorded, those objectives pertaining directly to the Team's efforts at helping students and teachers were selected and organized around two broad categories:

1. Objectives pertaining to the general activities of the Team;
2. Objectives pertaining to the School Staff Development Teams

(each School Staff Development Team was comprised of individual Team members working with selected teachers within a given school).

Reported in Table XIX are the 35 objectives organized into the two categories developed to describe the Innovation Team's activities.

The reasons for deriving a set of Team objectives centered on, first, having a clear definition of the perceived functions of each Team member and secondly, to provide a point of departure from which to assess whether the Team was meeting the needs of teachers in the Project.

Questionnaire Construction and Administration

Once the objectives were stated and categorized, a questionnaire was designed to reflect the 35 Innovation Team objectives. Team members requested that a section of the questionnaire include items pertaining to the Iowa Tests of Basic Skills. Although it was not covered in the objectives, it met the Team's desire to know teachers' attitudes about this standardized achievement test.

Questionnaires were distributed to 180 teachers in twelve elementary schools in Baltimore. Six of the schools were not a part of the Project, however, they were included because teachers in these schools benefited from services of the Team and made use of the Center. The rationale for this action was presented by Hambleton et al. (1973), "Since teachers from non-Pilot Schools had the opportunity to participate in the workshops if they so desired, it seemed essential to include them in our sample to evaluate the impact of the program."

The return rate of the questionnaires was 83 out of 180 or about

TABLE XIX

Objectives of the Baltimore
Model Cities Innovation Team

Objective Number	Objectives
Category I	Objectives pertaining to the General Activities of The Innovation Team
1	Expose teachers to programs, tools, etc., through workshops and demonstrations
2	Assess the needs of teachers through observation, questionnaires, conferences, consultants' programs
3	Make sure resources are available for implementing workshops (team members, outside counsultants, teachers)
4	Formulate workshop offerings from assessment of needs of teachers
5	Support emphasized school programs
6	Provide good coordination with supervisors and others of program planning and implementation
7	Conduct research programs and utilize materials for continuous training
8	Advise teachers on an individual basis in their personal growth (college courses, outside workshops, etc.)
9	Provide brochures for workshop offerings
10	Provide training for teachers' assistants
11	Promote more active participation of teachers in the workshops
12	Exchange ideas with teachers at all schools

TABLE XIX (continued)

Objectives of the Baltimore
Model Cities Innovation Team

Objective Number	Objectives
13	Get teachers to become aware of the various resources available to them
14	Promote qualitative evaluations of the workshops by the participants
15	Provide new directions for future workshops
16	Have teachers follow up the workshops with: questions, desire for future workshops, requests for reading matter, etc.
17	Have teachers model the behaviors and techniques of the Innovation Team
18	Promote more positive attitudes on the part of teachers through their increased attendance at workshops
19	Provide the presence of new skills in teachers to consequently change existing behaviors and policies in their own schools
20	Increase knowledge of the work done by the Innovation Team through teacher-to-teacher communication (more and better publicity and public relations)
21	Abolish resistance to change in administrators and teachers
22	Assist teachers to individualize instruction and improve the skills of the children
23	Promote teachers' awareness of a need for change
24	Make teachers aware that they should be actively involved in the schooling (learning) process

TABLE XIX (continued)

Objectives of the Baltimore
Model Cities Innovation Team

Objective Number	Objectives
25	Help teachers acquire enough skills from the workshops to be able to conceptualize future workshops
26	Provide opportunities for the teachers to work at evaluating, modifying and utilizing what they have learned
27	Identify with teachers
28	Provide a positive image so that teachers identify with Innovation Team members
29	Provide a visible-enough program of activities so that teachers are aware of what the Innovation Team is contributing to make their schools better
30	Deal with teachers on their own level
31	Provide enough time, energy and skills for teachers to meet their needs
Category II	Objectives of the Innovation Team pertaining to the School Staff Development Teams
32	Provide a clear concept of the School Staff Development Team to teachers
33	Provide a positive image of the School Staff Development Teams to teacher
34	Create a learning exchange with the School Staff Development Teams
35	Help meet the goal of the School Staff Development Teams of serving as school-wide processors and cognitive ability resources

46%. This is not an especially high return rate, however, since the Project had been non-operative for two months at the time the instrument was administered, it seemed a reasonable return.

Results and Discussion of Teacher Questionnaire Data

Table XXI presents the summary of the responses of the 83 teachers to the 57 item questionnaire. In Table XX the percentage of teachers answering the available choices to the structured items is reported. Tables XXI to XXIX present summaries of the open-ended responses of teachers to items in the questionnaire.

Data reported in Table XXI for items one to nine presents some general information about the teachers attending the workshops. Most were females (more than 84%) with about 50% less than 36 years old and with less than 10 years teaching experience. This data seems to support the claim that the less experienced teachers are assigned to the urban schools. Although it has been traditional to find a high percentage of female teachers in the elementary schools this data is in need of careful consideration especially since many children attending these schools are from families without a male as head of the household.

About 27% of the sample had obtained their Masters degree. The table does not reveal the fact that the return rate of questionnaires in the six Pilot Schools was about 50% except for School 16 where it was about 5% and School 107 where the return rate was near 20%. This data supports Innovation Team members' contention that the staff of these two schools reflected negative attitudes toward efforts to introduce change strategies and an organizational willingness to participate in innovative programs.

TABLE XX

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
1. What is your sex?	
1. Female	84%
2. Male	10%
Omit = 6%	
2. What is your age? (in years)	
1. 20-25 years	19%
2. 26-35	37%
3. 36-45	23%
4. Over 45	11%
Omit = 10%	
3. How many years teaching experience have you had?	
1. 1-5	29%
2. 6-10	26%
3. 11-15	13%
4. 16-20	7%
5. Over 21	18%
Omit = 7%	
4. Have you earned a Master's degree?	
1. Yes	27%
2. No	67%
5. If your answer to Question 4 was yes, how many credits beyon your Master's do you have? (N=22)	
1. 0	17%
2. 1-15	49%
3. 16-30	34%
6. If your answer to Question 4 was no, how many credits beyond your Bachelor's degree do you have? (N=56)	
1. 0	22%
2. 1-15	30%
3. 16-30	34%

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
4. 31-45	9%
5. Over 45	5%
7. If applicable, please fill in the date of completion of the last graduate course taken. (N=55)	
1. 1960-1965	6%
2. 1966-1970	14%
3. 1971	33%
4. 1973	30%
8. What is the district code number of the school you teach at?	
1. 4	6%
2. 107	7%
3. 10	11%
4. 12	1%
5. 16	2%
6. 20	15%
7. 29	2%
8. 30	17%
9. 32	8%
10. 34	1%
11. 61	23%
12. 67	1%
Omit = 6%	
9. Which grade (s) do you teach?	
1. Grade 1	13%
2. Grade 2	10%
3. Grade 3	8%
4. Grade 4	4%
5. Grade 5	7%
6. Grade 6	2%
7. More than one	18%
8. Other (mainly kindergarten)	25%
Omit = 13%	

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
11. Overall, how would you rate the quality of such innovations as "open education," "humanistic curriculum," and "personalized instruction"?	
1. Excellent	17%
2. Good	52%
3. Fair	22%
4. Poor	1%
Omit = 8%	
12. How would you rate the general quality of education for the students in your school?	
1. Excellent	13%
2. Good	58%
3. Fair	25%
4. Poor	0%
Omit = 4%	
13. How would you rate the enthusiasm for learning of students in your classes?	
1. Excellent	13%
2. Good	53%
3. Fair	27%
4. Poor	5%
Omit = 2%	
14. To what extent have you modified your teaching style during the past three (3) years?	
1. To a great extent	46%
2. To a moderate extent	41%
3. To a limited extent	8%
4. Not at all	2%
Omit = 3%	
15. Do you feel an attempt was made to acquaint you with the purposes of the Innovation Team and their workshops?	
1. Yes	83%
2. No	7%
3. Unsure	6%
Omit = 4%	

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
16. Since the implementation of professional half-days and workshops in your school, do you find you have better communications with the other staff members?	
1. Yes	74%
2. No	13%
3. Unsure	1%
Omit = 12%	
17. To what extent did you utilize the services of the Innovation Team?	
1. To a great extent	15%
2. To some extent	59%
3. To a minor extent	18%
4. Not at all	5%
Omit = 3%	
18. Do you feel the Innovation Team was meeting your classroom needs through their workshops?	
1. Yes	61%
2. No	18%
3. Unsure	12%
Omit = 9%	
19. Do you feel the Innovation Team's overall efforts made you more aware of a need for change in the present system of education?	
1. Yes	60%
2. No	17%
3. Unsure	15%
Omit = 8%	
20. Did you perceive the Innovation Team as "change agents" within the Baltimore School System?	
1. Yes	39%
2. No	31%
3. Unsure	18%
Omit = 12%	
21. Did you and the Innovation Team members exchange ideas on how to improve activities in your classroom?	

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
1. Always	13%
2. Sometimes	72%
3. Never	10%
Omit = 5%	
22. Did Innovation Team members consult you before planning and implementing workshop presentations?	
1. Always	16%
2. Sometimes	43%
3. Never	34%
Omit = 7%	
23. Were Innovation Team members receptive to <u>your</u> suggestions for additional workshops and training on particular topics?	
1. Always	27%
2. Sometimes	35%
3. Never	5%
4. Not applicable	27%
Omit = 6%	
24. Did you identify with the Innovation Team members?	
1. Yes	64%
2. No	10%
3. Unsure	22%
Omit = 4%	
25. Do you feel the Innovation Team members identified with you?	
1. Yes	60%
2. No	6%
3. Unsure	28%
Omit = 6%	
26. Did the Innovation Team members offer you advice on an individual basis in your professional growth (college courses, outside workshops, etc.)?	
1. Always	7%
2. Sometimes	34%

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
3. Never	51%
Omit = 8%	
27. How did you judge the willingness of Innovation Team members to work with you? (Circle all which apply)	
1. By their availability	49%
2. By their desire to exchange ideas with me	48%
3. By their genuine interest in my particular problems	34%
4. By their willingness to stay after hours to help me work on an activity	15%
5. By their follow-up on the questions I asked	29%
6. Other	11%
28. Do you feel the Innovation Team members gave enough time to meet your needs for the classroom?	
1. Yes	29%
2. No	29%
3. Unsure	25%
Omit = 17%	
29. Do you feel the Innovation Team members gave enough energy to meet your needs for the classroom?	
1. Yes	40%
2. No	16%
3. Unsure	29%
Omit = 15%	
30. How did you judge the capabilities of the Innovation Team members? (Circle all which apply)	
1. By their good ideas	51%
2. By their past record of achievement	10%
3. By their hard work and conscientiousness	45%

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
4. By their follow-through from start to finish on a project	37%
5. By their understanding of problems	47%
6. By the number of years teaching experience they had	4%
7. Other	7%
31. What were your feelings concerning the level of competence of the Innovation Team?	
1. They did their work at an extremely high level of competence	15%
2. They did their work competently	61%
3. They did their work with little competence	11%
4. They did their work with no competence	0%
Omit = 13%	
32. During the last two years, to what extent did you participate in the Innovation Team workshops?	
1. I participated in all workshops	4%
2. I participated in most workshops	15%
3. I participated in some workshops	46%
4. I participated in few workshops	27%
5. I participated in none of the workshops	5%
Omit = 3%	
33. Why did you not actively participate in the workshops? (Circle all which apply)	
1. I could not get release time from my school	20%
2. The workshops were too time consuming	12%
3. The administration was against the idea	0%
4. I would not have learned anything new at these presentations	8%
5. The Innovation Team did not teach things that were relevant to my	

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
classroom activities	16%
6. I could not receive in-service credit for the workshops	4%
7. Other	60%
35. Overall, how would you rate the quality of the presentation at the Innovation Team workshop?	
1. Excellent	21%
2. Good	66%
3. Fair	10%
4. Poor	3%
5. Bad	0%
36. Who in your school supports your use of workshop ideas? (Circle all which apply)	
1. The Principal	96%
2. The Senior Teacher (s)	88%
3. The Other Teachers	87%
4. The Teacher Aides	57%
5. The Students	40%
6. No one	2%
37. Who in your school gives you trouble in your attempts to use workshop ideas? (Circle all which apply)	
1. The Principal	2%
2. The Senior Teacher (s)	2%
3. The Other Teachers	2%
4. The Teacher Aides	2%
5. The Students	2%
6. No one	95%
38. Do you feel you developed enough skills from the workshops to be able to present similiar workshops?	
1. Yes	33%
2. No	40%
3. Unsure	27%

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
40. Do you feel that there are enough opportunities available in your school to use the things you have learned at the workshops?	
1. Yes	78%
2. No	3%
3. Unsure	19%
41. To what extent were you able to use the ideas that were presented in the Innovation Team workshops in your classroom?	
1. Able to use most or all of the things	44%
2. Able to use some of the things	52%
3. Able to use little or none of the things	4%
42. Do you feel your teaching style has changed as a result of these workshops?	
1. Yes	52%
2. No	33%
3. Unsure	15%
43. In general, what effect do you think the workshops have had on your work in the classroom?	
1. My work has been enhanced a great deal	20%
2. My work has been enhanced somewhat	64%
3. There has been no effect on my work in the classroom	9%
4. Unsure	7%
44. Do you feel you are in a better position to evaluate student achievement as a result of these workshops?	
1. Yes	59%
2. No	31%
3. Unsure	10%

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
45. Do you feel Innovation Team's overall efforts have helped you to better individualize the instruction of your students?	
1. Yes	59%
2. No	31%
3. Unsure	10%
48. Do you feel the Innovation Team's overall efforts have helped to improve academic skills in your students?	
1. Yes	48%
2. No	33%
3. Unsure	19%
50. Do you feel your attitude toward students has changed as a result of these workshops.	
1. Yes	43%
2. No	48%
3. Unsure	9%
51. Do you feel the Innovation Team workshops have helped you to understand your students better?	
1. Yes	47%
2. No	40%
3. Unsure	13%
52. Do you feel the students' attitude toward learning has changed as a result of these workshops?	
1. Yes	41%
2. No	43%
3. Unsure	16%
53. Do you feel more of a bond toward the other teachers in your school who attended workshops with you?	
1. Yes	61%
2. No	36%
3. Unsure	3%

TABLE XX (continued)

Results From the Teacher Questionnaire

Question	Percentage of Teachers Selecting Each Choice (N=83)
54. Do you feel your attitude toward your school administration has changed as a result of these workshops?	
1. Yes, better attitude	32%
2. Yes, more critical attitude	13%
3. No, no change	55%
55. How well do you think the ...(Iowa Test of Basic Skills) measures your instructional goals?	
1. The ITBS is an excellent measure	0%
2. The ITBS is a good measure	5%
3. The ITBS is a fair measure	16%
4. The ITBS is a poor measure	36%
Omit = 43%	
57. Overall, do you think that a standardized testing program is appropriate in your school?	
1. Yes	11%
2. No	46%
3. Unsure	13%
Omit = 30%	

Overall, the results reported in Table XX for items 11 to 54 are extremely positive. The following is a summary of some of the positive highlights of the teacher data:

1. More than 69% rated the quality of some new trends in education such as "personalized instruction" as good or excellent.
2. About 70% rated the quality of their school program, and student enthusiasm as good or excellent.
3. More than 80% felt an attempt was made to acquaint them with the Innovation Team and their workshops. About 60% felt the workshops were meeting their classroom needs.
4. About 75% felt that the workshops improved communications among staff members.
5. About 60% felt they were made aware of the need for change, and more than 74% made at least some use of Team members.
6. More than 85% exchanged ideas on classroom activities, at least occasionally, with Team members.
7. About 62% felt the Innovation Team was receptive to suggestions for additional workshops.
8. About 50% of the teachers based their judgments of the Team on their good ideas, hard work, conscientiousness, and follow through on projects. Past performance or years of teaching experience were minor factors (used by less than 10% of the teachers). More than 75% of the teachers judged the Innovation Team to be competent, or extremely competent.

9. 65% of the sample participated in at least some workshops. They did so mainly to learn new ideas and methods for improving their effectiveness in the classroom. Of those who did not actively participate, inability to obtain release time was one of the important factors and it is believed that non-Pilot School teachers made up the majority of this 20%.
10. 87% judged the quality of workshops as good or excellent; also it seemed that school personnel were very supportive of workshop ideas.
11. Almost 80% felt they had an opportunity to use workshop ideas in their classes. 96% felt they were able to use at least some of the things learned in the workshops. About 84% felt the workshops improved their work in the classroom. Only 9% felt the workshops had no effect on their classwork.
12. More than 40% felt they could do a better job of evaluating student achievement as well as instructing students better now and nearly 60% felt they could do a better job of individualizing instruction.
13. About 50% of the teachers felt that the Innovation Team's efforts had helped to improve the academic skills and attitudes of their students.

The above data strongly supports the contention that the Team had a significant positive effect on teachers in the Model Cities Pilot Schools. However, there were also a number of important negative

observations about the program:

1. Perceptions of the Innovation Team as "change agents" were not clear-cut. 31% did not perceive them in this way.
2. About 34% felt they were not consulted on plans for developing workshops (59% said they were sometimes).
3. Apparently the Innovation Team was not very successful at offering advice on an individual basis concerning professional growth. 51% felt this service was not provided to them.
4. Teachers did not seem to be sure that Innovation Team members gave enough time or energy to meet their needs. They seemed more certain about the lack of time than the lack of energy.

The open-ended responses of teachers on the questionnaire summarized in Table XXI to Table XXIX provided additional data on the impact of services rendered by the Innovation Team.

Again the data presented in Tables XXI to XXIX are extremely positive. Close examination of the pattern of open-ended responses would lead one to the following conclusions:

1. To assure maximum teacher participation in workshop offerings it is extremely helpful to seek teacher involvement in the planning of workshops, make wide use of visual aids, provide incentives for participants, arrange for scheduled reinforcement, and provide for extensive advertising of the workshops.

TABLE XXI

Summary of Responses to Question #10[1]

Category	Frequency
Increase teacher involvement in workshops	78
Provide for the teachers' welfare when planning the workshop presentations: released time, geographic location, variety, credits toward graduate studies, monetary reimbursement, bibliographies for later reference, etc.	19
Use materials for the workshop presentations that are multi-media aids, can be appropriated for the classroom, are concrete, etc.	16
Provide extensive coverage for advertising the workshops including: outlines of presentations, last minute reminders of upcoming presentations, etc.	15
Provide follow up services for the workshop presentations: discussions, evaluations, talks with administrators, estimating effects of workshops, etc.	11
Provide workshops on specific topics such as: early childhood education, reading audio-visual techniques, new trends in education, etc.	11
Provide top notch personnel to give workshops	7
Miscellaneous: mandatory attendance at workshops, parent participation, presentations concerning particular grade level	3

[1] "Assume you are a member of a group organizing a series of workshops to introduce school teachers to some new ideas in education. What things would you do to produce maximum participation from teachers in your school system?"

TABLE XXII

Additional Responses to Question #33[1]

Response
Workshop presentors did not include a variety of people of different ages, years of experience in the classroom, sex, and race
There were no workshop activities for early childhood education
Workshops were geared for upper grades, not for pre- or beginning level primary grades
All workshop presentations were not applicable to particular classroom activities of some teachers
"Trained" substitutes were not trained to the point where a teacher could leave them on their own. Activity plans had to be drawn up by the classroom teachers which were time-consuming to develop

[1] "Why did you not actively participate in the workshops?"

TABLE XXIII

Responses to Question #34[1]

Response	Frequency
Desire to learn new ideas	30
Desire to learn about new materials, equipment, texts, methods of teaching	13
Relevance to classroom needs	10
A particular workshop offering was of particular interest	10
Desire to learn specific techniques dealing with a subject	9
To learn ways to reach students better	3
To grow professionally	3
Curiosity	1
To take advantage of the Innovation Team's efforts as contemporary consultants in various methods	1
The workshops were worthwhile school projects	1
Innovation Team members were friendly, interesting, and concerned about the teachers and students	1
To learn to become a change agent	1
Innovation Team members came to our regular faculty reading workshops	1

[1] "Why did you participate in the Innovation Team workshops?"

TABLE XXIV

Responses to Question #39[1]

Response	Frequency
Skills and techniques to implement open education and learning station concepts	32
New ideas in art and music work	25
Photography ideas	8
New ideas in science and social studies curriculum	8
Language skills for implementation in the classroom	7
Ideas on Black studies	6
Techniques for implementing "shoe box" learning stations	6
Book writing and making techniques	5
Ideas on how to individualize reading	5
Teaching strategies for individualizing instruction	5
Ideas on behavior modification	5
New ways to present math concepts	5
Self evaluation/realization techniques	3
How to make and set up learning games	3

[1]"What new skills and techniques did you learn at the workshops to use in the classroom?"

TABLE XXV

Responses to Question #46[1]

Response	Frequency
Interests have increased	7
Greater independence	6
No effects	5
Enhanced curiosity	5
Willingness to try new ideas	5
More enjoyment toward school	5
Use of their exposure to new and varied ideas	4
Improvement in reading levels	4
More enthusiasm	4
Increased desire to learn	4
More individualization	4
Better use of material	3
Demand for newer approaches to subject areas	3
Have learned new ways of working together	3
Have learned to accept each other	3
More self-awareness	3
Greater desire to complete projects	3
Longer attention span	2
More desire for art activities	2

TABLE XXV (continued)

Responses to Question #46[1]

Response	Frequency
Have learned the proper use of photography equipment	2
Have an understanding of community involvement in education	1
Accomplishment of personal goals	1
More viable	1
Less frustration	1
More knowledge about cultural heritage	1
Improved language skills	1
Have learned how to construct many inexpensive gifts	1

[1]"What effects, if any, do you think the workshops have had on the students in your class?"

TABLE XXVI

Response to Question #47[1]

Response	Frequency
More interest	7
None	7
Sincere desire to come to school, to participate	5
Better social attitude toward peers	5
Better cooperation	5
More respect for adults	4
Greater self-awareness of what they know	4
More sharing of ideas and materials	3
Willingness to help plan activities	3
Increased ability in decision making	2
Appreciation of Innovation Team's and teacher's efforts	2
More inquisitive	2
Eagerness to complete tasks	2
Increased ability to defend actions positively	1
Desire to assume responsibilities	1
Maturity levels have increased	1
More knowledgeable	1
Creativity in subject areas	1
Appreciation of the Black man	1

[1] "What affective behaviors, if any, do you see changing in your students as a result of the work done by the Innovation Team?"

TABLE XXVII

Responses to Question #49[1]

Responses	Frequency
Vocabulary skills	8
Phonetic skills	6
Arithmetic skills	6
Reading skills	6
Inferential thinking skills	3
Listening skills	3
Comprehension skills	3
Scientific experimentation skills	2
Arts and craft skills	2
Ability to ask questions	2
Better use of resource materials	2
Social studies skills	2
Writing skills	1
Ability to use and handle a variety of materials	1
Better observation questioning	1

[1]"Which academic skills have shown improvement as a result of the Innovation Team's overall efforts?"

TABLE XXVIII

Responses to Question #56[1]

Response	Frequency
ITBS used to diagnose strengths and weaknesses of students	8
ITBS used for placement purposes	5
ITBS used for teaching situations	3
None	2
ITBS provides information for the forms to be filled out concerning students	2

[1]"Please list the ways in which you currently use the ITBS test results (if at all) for making decisions about students."

TABLE XXIX

Responses to Part B of Question #57[1]

Response	Frequency
Standardized tests are biased against disadvantaged youth	3
Standardized tests are not realistic	2
Standardized tests should be used which adhere to the needs of the children being tested	2
If a standardized test related to a child's background and experience, then it is proper to use it	2
Standardized tests are useful for diagnosing strengths and weaknesses	2
Tests should utilize a criterion-referenced approach	2

[1]"Most frequent comments to the question: "Overall, do you think that a standardized testing program is appropriate in your school?"

2. Participation of teachers in the workshops were based upon high level needs or motivation factors.
3. Responses to question 39 indicated a high degree of success on the efforts of Team members to transmit competencies in open education and innovative techniques.
4. Although there is a wide range of responses to question 46, more than 90% of the respondents indicate that the workshops had positive effects on students.
5. The overall responses to questions 47, 49, and 56 indicate that participants in the workshops did note improvement in academic skills and behavioral changes in students resulting from the application of workshop learnings in the classrooms.

Based upon the above findings it is safe to conclude that the Innovation Team did bring about significant changes in the attitudes and behaviors of teachers through workshop offerings at the Teaching and Learning Center, and to a large extent, functioned as change agents. And by extension of the premise that teacher behavior and attitude affects students, one can likewise conclude that significant changes extend to students.

An Analysis of the Data in Terms of the Participative Change Model

The plethora of new teaching techniques and materials and the ever-increasing complexity of life are factors which inevitably stimulate effective teachers to constantly assess and modify their

behavior. Traditionally, large school systems have utilized administrators/supervisors to evaluate teachers' performance and to suggest and encourage any innovations which the supervisors considered worthwhile.

The documented impact of the Innovation Team warrants further investigation into the use of teachers as change agents with their peers. According to Kurt Lewin (1947) the process of providing a person with new patterns of behavior is most likely to occur by one of two mechanisms: identification and internalization. Identification occurs when the person is provided with a model or models whose behavior he can emulate. Questionnaire responses suggest that the Innovation Team's teaching experiences provided perspectives and experiences which the teachers found relevant to their classroom needs. The commonality of experiences elicited from teachers' perceptions of mutual identification between themselves and the Team. It seems reasonable to assume that this rapport would enhance the identification mechanism utilized in the change process. Teachers, rather than administrators or supervisors, may be more effective change agents with other teachers, where identification is stronger with peers rather than superiors.

Hersey and Blanchard's (1972) participative change model provides an appropriate framework with which to examine the effectiveness of peers as change agents. The participative change process involves making knowledge available to the person or group in order to eventually elicit a positive attitude, commitment, and actual behavior in

the direction of the desired change. As opposed to the coerced change cycle where change is mandated by authority, the participative change cycle utilizes group problem solving techniques. Participative change cycle, requires a mature individual or group and tends to be slow and evolutionary; but once accepted the effects of the process tend to be long lasting.

The responses of the sampled teachers indicate a certain degree of group maturity in terms of willingness to change and job experience. It is likely that many public schools have teachers whose job maturity would be appropriate for the effective utilization of the participative change cycle by informal peer leaders with personal power.

Almost one-half of the workshop participants who responded to the questionnaire felt that the humanistic and open education experiences which they learned from the Team made significant attitudinal and academic impacts on their students. Most of the teachers taught early elementary grades, kindergarten to third grade. It would be interesting to study the impact of these educational innovations on older students. The innovative programs emphasize such areas as problem solving, decision-making skills and values clarification. The impact of these areas may be far reaching for older students who in many cases, must grapple with individual and group conflicts centered around such issues as students' rights, new desegregation efforts and the lowering of the age requirements for voting, abortions and other major life situations.

Since the issues of change and peer influence are salient ones in terms of teachers and students, concerted efforts to apply viable theories in these areas may provide effective means of coping with many current problems in the realm of the teaching-learning process.

Summary

The overarching goal of the Innovation Team was to have a corps of highly trained teachers provide conceptual, human, and material resources to other teachers in order to initiate and support new, more effective teaching-learning styles. The goal was translated into more specific objectives toward which the Team worked.

The data indicate that the Innovation Team was successful in reaching its objectives. The positive impact of the Team was reflected in the number of workshop participants, as well as non-participants who exchanged ideas with the Team, utilized the Team's services, subsequently modified their classroom techniques in line with the Team's philosophy and found the attitudinal and academic effects of these changes to be positive.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The primary purpose of this study was to examine and to report on the effectiveness of the staff development thrusts of the Baltimore Pilot Schools Project. The vehicle for pursuing staff development was the Innovation Team, whose members were considered instruments for change or change agents. An attempt was made to describe some of the major activities undertaken by the Team as it sought to initiate change and to describe the Team members as internal change agents. Appropriate literature was also reported which provided a theoretical base for the Innovation Team concept.

The process of planned change and the inclusion of innovations in school systems have become increasingly recognized as crucial phenomena in American education (Miles, 1964). The role of the change agent very much determines the extent to which change can be initiated and influenced (Lippit, 1958). In the earlier chapters, an attempt was made to assess the impact the Team had upon the Project schools, particularly in the Team's functioning as change agents. As a result of this activity, it is possible to derive a number of conclusions about the use of a team intervention in a major school system. The conclusions are presented in the last two sections of this chapter.

Concluding Remarks

Underlying the understanding of organizations is the implicit notion that change is a natural phenomenon and that change will occur whether it is willed or not. Chin and Benne (1969) in their discussion of changes in human systems consider changes planned when "... attempts to bring about change are conscious, deliberate, and intended, at least on the part of one or more agents related to the change attempt." They further identify one common element in all approaches to planned change "...the conscious utilization and application of knowledge as an instrument or tool for modifying patterns and for the institution of practices."

That these factors played a vital role in the development and operation of the Innovation Team was evident throughout the evaluation data. Teachers working with the Team rendered data to substantiate the value of the Team's conscious and deliberate efforts toward effecting change. They indicated high concern for involvement in planned staff development activities. Furthermore, the data reveal that the extent of teachers' involvement in planned change was instrumental in determing the degree of their participation in the activities.

Systems susceptible to change manifest a set of unique characteristics. These characteristics are exhibited through the interaction of two major components of the organizational setting: personality and expectations. Hersey and Blanchard (1969 p. 10) expand these environmental variables to include:

"Leader's personality	Leader's expectations
Followers' personalities	Followers' expectations
Superiors' personalities	Superiors' expectations
Associates' personalities	Associates' expectations
Organization's personality	Organization's expectations
Job Demands and Time"	

Recognizing the above situational variables, the Innovation Team analyzed the characteristics of the schools' organizational environments prior to making interventions to determine strategies relevant to task or relationship behavior. Teacher responses to open-ended questions revealed that the organizational diagnosis enabled the Team to be very effective in the delivery of services, both human and material.

An examination of the evaluation by teachers reveals that much of the success of the Team was attributed to the client-responsiveness of the Team. The Team made its services and materials available at the request of teachers, and teachers availed themselves of the Team's services on a voluntary basis. Team-developed workshops centered on teachers' identified concerns, and teachers were included in the planning process. The availability of resources, human and material, enabled the creation of model schools with rich learning environments.

As a central resource staff to facilitate change, the Team had a noticeable, although limited, impact. The Team encouraged many teachers and some administrators to experiment with new behaviors. The short life of the Project might have accounted for some of the

limitations of this area, however, Team success can be measured in other ways. Since the termination of the Project, the school system has created an Office of Staff Development under the direction of the investigator and staffed by former Team members. Persons previously serving as Innovation Team members are currently directly influencing a variety of staff development activities within and outside of the Baltimore City Public School system. Of the sixteen Team members, only four are presently classroom teachers. Seven work in the Office of Staff Development with the investigator and have expanded the impact of Team concept to include city-wide staff development activities; one former Team member serves as special assistant to the Superintendent of Public Instruction; one former member is administrative assistant to the Deputy Superintendent for Executive Matters; one is the Director of Human Relations in a county school system; another former member is Assistant Director of the Division for Handicapped Children with the State Department of Education; and one former Team member recently earned a Ph.D. in psychology.

These persons continue in constant communication with one another through monthly meetings and other informal mechanisms. They persist in functioning as agents of change. The scope of their present assignments, however, enables them to impact a larger target group.

The Team experimented with decision-making models involving administrators and teachers. Specific workshops and seminars were sponsored for administrators in an attempt to have them examine their behaviors and seek new ways of engaging staff in ownership of the

schools' programs and activities.

As staff development agents in individual schools, Team members organized local staff development teams. These teams conducted on-site workshops and provided direct support to teachers in particular schools. This support addressed attitudes and self-concepts of teachers as well as instructional skill development. The Team contributed to the formulation of models and plans for teacher training throughout the system. As part of that process the Team assisted supervisors in planning and conducting workshops, assisted in the development of other staff development programs such as Teacher Corps and the Urban/Rural School Development Program.

Recommendations

After a careful examination of the Innovation Team's training and development, the Team's operation and a study of the evaluation results of the effectiveness of the Innovation Team, the following recommendations seem justified.

1. A team has been defined as a number of persons associated together in work or activity. To be effective as a group, group maintenance activities must be established as a functional part of the group's operation. Group maintenance refers to allotting specific time for the group to examine individual and group behavior - to examine how the group is functioning and to determine those behaviors mitigating against group objective accomplishment and group growth.

2. Reversing the downward spiral in urban education through staff revitalization is indeed a difficult task. It is apparent that changes in teacher education are going to be carried out basically by persons already in the schools. Those who have the interest, desire and ability to perform the new roles will have to be identified and provided opportunities and climates conducive to making changes. Recognizing that individual staff members will display variations in their willingness and abilities to change, it seems clear that care be taken not to attempt to convert those who cannot or will not operate in new roles. There must be alternative programs to fit the individual styles of faculty, teachers and students. Teachers' willingness to change and the lack of resistance to change demonstrated by principals and other staff suggest that public schools may not be as stagnant and inflexible as sometimes presented. Perhaps the approach to the change process has not always been the most sensitive or productive. The use of more appropriate change models could create exciting educational laboratories out of programs which were previously uninteresting and irrelevant to teachers and students.
3. One crucial factor teachers faced in the implementation new ideas and approaches was the local school administrator. Teachers have a right to expect administrators

to take the steps necessary to provide them with a clear picture of their new role expectations; to adjust organizational patterns to make them compatible with the innovation; to provide teachers with necessary retraining experiences needed if the capabilities for implementing the innovation fall short; and to provide the resources necessary to carry out the innovation. The extent to which administrators recognize these expectancies, devise strategies from these expectations and conform to them, will have a direct bearing on the degree to which teachers implement organizational innovations. It is recommended that top and middle level management become involved in organizational development activities prior to attempting organizational changes at the classroom level.

4. The possibilities of administrators or other formal leaders with personal power utilizing this model can be explored. In many cases, the use of peer influence and two-way communication may be more effective than more traditional or coerced change models.
5. A further recommendation is that the team approach to staff development should build in a feedback mechanism to identify and cope with barriers and problems arising during the period of attempted implementation.

A programming of educational experiences which affords intervals for feedback into the system increases the effectiveness of the implementors of the innovations in adjusting change strategies.

APPENDIX A

THE TEACHERS' ASSISTANTS TRAINING PROGRAM

OUR WORKSHOP PHILOSOPHY

The first area of concern is for participants to be actively involved in all workshops. We desire participants to assume the role of the learner. However, in the case of the teachers' assistants workshops, they will assume the role of the teacher as well.

It is our desire for workshop participants to have the necessary materials to immediately initiate their learnings in the classroom.

A DESCRIPTION OF TEACHERS' ASSISTANTS WORKSHOPS

The teachers' assistants will become familiar with necessary teaching techniques, various materials and enrichment activities. They will have various opportunities during the workshops to demonstrate their learnings prior to entering the classroom.

As a result of their training, the teachers' assistants will gain insight into various principles of learning.

1. Learning takes place in several different stages and ways.
2. Each child learns at his own rate.
3. Motivational factors affect the efficiency of all learning.

There will be time allotted for the assessment of the day in the form of feedback to insure fulfilling the needs of the group.

GOALS AND OBJECTIVES

To develop a training program for teachers' assistants that will enable them to function successfully in the role of classroom teachers.

OBJECTIVES

I. To provide an instrument through which teachers' assistants may develop an awareness and understanding of themselves and others.

A. Strategy: To conduct a human relations workshop which will be designed to aid teachers' assistants in:

1. Finding techniques to keep feelings at an operational level

2. Modifying hostilities
3. Understanding anxieties
4. Providing experiences that will help them understand themselves and others

II. To provide experiences that will help teachers' assistants gain competencies in classroom management and develop an awareness of practical behavior modification techniques.

A. Strategy: To provide experiences that will help the teachers' assistants gain knowledge in the emotional, intellectual, and social behavior of the child.

III. To provide training that will enable teachers' assistants to initiate and implement functional techniques for teaching.

A. Strategy: To provide teachers' assistants with skills, procedures, and techniques in content areas through workshops, demonstrations, and the use of various educational materials.

IV. To make provisions for continuous assessment and evaluation, and to gain an understanding of the implementation of these tools.

DESCRIPTION OF HUMAN RELATIONS WORKSHOPS

This human relations workshop is designed to provide the teachers' assistants with a basis for developing an awareness and understanding of themselves and others. The learnings that will evolve from the workshop will aid teachers' assistants in:

1. finding techniques to keep feelings at an operational level.
2. modifying hostilities, and

Time Begins at 9:00 A.M. and ends at 3:00 P.M. Time will be used for evaluation and reassessment.

SEPTEMBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 HUMAN RELATIONS WORKSHOPS (Self-awareness)	2 RELATING WITH	3 OTHERS
6 LABOR DAY (Closed)	7 AUDIO-VISUAL WORKSHOP	8 SIMULATION GUIDELINES OF CHARACTERISTICS OF CHILDREN School	9 SIMULATION VISITATION IN SCHOOLS BY TEACHERS' ASSIST. Policies	10 SIMULATION EDC FILM ON TYPES OF SCHOOLS
13 LANGUAGE EXPERIENCE APPROACH	14 PRIMARY ELECTION DAY	15 BASAL READER APPROACH DEMONSTRATION DISCUSSION OF GUIDES	16 BASAL READER APPROACH DEMONSTRATION INDIVIDUALIZED	17 BASAL READER DEMONSTRATION RDG.
20 MATHEMATICS: BASIC ARITHMETIC SKILLS	21 MATHEMATICS: MATH GAMES	22 MATHEMATICS: MANIPULATIVE DEVICES	23 LANGUAGE ARTS BLACK	24 THROUGH STUDIES
27 MUSIC, ART LITERATURE, & PHYSICAL ED. THROUGH BLACK STUDIES	28 ELEMENTARY SCIENCE STUDY	29 OBSERVATION IN SCHOOLS LESSON PLANS AND SCHEDULING	30 OPEN FOR ANY REINFORCEMENT	31 CLARIFICATION OF ASSIGNMENTS

3. understanding anxieties

Because these learnings cannot be fully understood and implemented in a matter of days, this process will be continuous.

AUDIO-VISUALS WQRKSHOPS

The audio-visuals workshop will be designed to aid the teachers' assistants in developing competencies in the operation of various types of of equipment used in the school curriculum. They will be expected to use such equipment as the:

tape recorder

overhead projector

sound projector

language master

film strip projector

listening posts

record player

duplicating machines

The teachers' assistants will also be taught various techniques for incorporating these materials into the instructional program. The techniques for implementation will include: why to use, how to use, and when to use audio-visual materials.

INNER-CITY SIMULATION WORKSHOP

Through the use of film and visitation to schools, the teachers' assistants will encounter carefully selected classroom problems. The group will be involved with solving these problem. This problem solving will include the following procedures:

1. small group meetings in which individuals project

their solutions and defend them, and

2. large group discussions in which the total group reviews the various solutions and the consequences of each.

It is hoped that as a result, the teachers' assistants will gain an understanding of what it is like to teach in an urban situation in which there are disadvantaged children.

This experience will help the teachers' assistants to know themselves better and to understand the inner-city child. Each participant will learn more about his particular value system as others react to his behavior and problem-solving techniques.

This workshop will also include a study of professional materials normally available to teachers such as cumulative records, attendance forms, etc.

LANGUAGE EXPERIENCE APPROACH WORKSHOP

This workshop will be designed to help the teachers' assistants in recognizing the need to have the child express himself. Everyone has a language and wants to share it. We will help the teachers' assistants to become more aware of the child's language in regards to helping the child learn to read, speak, listen, and write more effectively. Teaching children to read in their own language is very important since this is their life style. Materials used will be vivid and realistic to the child. It is hoped that we will have techniques of presenting this material to meet the needs of children

from kindergarten through the sixth grade.

We will use pictures, objects, and observations from surroundings. We will use these materials to get words that can be developed into stories made up of sentences and ideas that are meaningful and comprehensive.

FIRST MATHEMATICS WORKSHOP

This is the first of three workshops in mathematics. It will be devoted to helping the teachers' assistants gain an understanding of the basic arithmetic skills -- addition, subtraction, multiplication, and division. It will be designed to give them an adequate fundamental background of these skills. The mathematics textbooks will be used. We hope to be able to give examples of ways to cope with older children who may have missed these skills or have grown tired of the conventional methods of doing these skills.

INDIVIDUALIZED READING WORKSHOP

This workshop will be designed to help the teachers' assistants gain some insight into how to teach reading on an individualized basis.

It is not necessary for the entire class to read the same type of materials. There are as many interests in a classroom as there are children. We want the teachers' assistants to see how these interests can be incorporated in reading.

We hope to involve the assistants in activities that will be based upon self-selection and self-pacing, with some direct teaching and follow-up in small groups, using basal readers, library books, paperback books, Sight and Sound readers, newspapers, The Weekly Reader

Reading Series, etc.

LANGUAGE ARTS THROUGH BLACK STUDIES WORKSHOP

The language arts workshop will be designed to make the teachers' assistants aware of various approaches to the development of language arts skills. Much of this development will be through the language experience approach, whereby the child will be able to relate his environment to the learning situation. The primary focus will be centered around Black Studies. The teachers' assistants will have the opportunity to demonstrate their skills as well as observe these skills being taught.

It is hoped that through this correlation of social studies with language arts the child will not only gain competence in communication skills, but also a better awareness of himself and others.

LITERATURE, ART, MUSIC, AND PHYSICAL EDUCATION THROUGH BLACK STUDIES WORKSHOP

This workshop will be designed to make the teachers' assistants aware of ways in which the teaching of music, art, literature, and physical education can be made interesting through Black Studies.

They will be shown how through a study of Negro poetry -- the child will be able to compare dialect to standard English, thereby leading to improvement in his own language patterns.

Music and art of the past are directly related to contemporary styles.

Physical education activities are encompassed in the everyday life of the child.

The teachers' assistants will gain knowledge of the various black personalities involved in these areas, both past and present.

Hopefully, these activities will be made relevant to the life style of the child and that through these studies the child will develop an awareness of, and appreciation for his own environment.

MATHEMATICS MANIPULATIVE DEVICES WORKSHOP

This mathematics workshop will be geared toward helping the teachers' assistants gain more confidence in the use of such manipulative devices as Attributes Blocks, Cuisenaire Rod, Geo-blocks, Geo-boards, Color Cubes, People Pieces, Creature Cards, Tangrams, and Knowledge blocks.

These devices provide concrete experiences in numbers, sets, logic, and simultaneous and sequential thinking. Inherent in the use of these devices will be: an introduction to the processes of addition, subtraction, multiplication, division, geometry, problem solving, classification, identifying relationships between classes and discrimination.

The assistants will use these materials in order to build a fundamental understanding of them and to learn how they can be incorporated into the classroom learning experiences.

MADISON MATH WORKSHOP

This workshop will be designed to give the teachers' assistants a "store-house" of supplementary math activities which can be used to help make their experiences in the classroom more interesting and

successful. They will be exposed to a variety of games that are used in the Madison Math programs, and will have the opportunity to demonstrate these games themselves.

Some of the mathematics games will include:

Pebbles in the Bag

Pet Shop

Find My Friend

Tic-Tac-Toe, etc.

Inherent in the use of these games will be the development of concepts in negative and positive numbers, reinforcement of skills in the basic operations of addition, substraction, multiplication, and division and development of skills in problem solving.

READING WORKSHOP

The Basal Series

This workshop is designed to prepare the teachers' assistants to teach reading effectively through the use of the basal reader. The workshop will concentrate upon the development of essential teaching techniques and various understandings that are necessary to use the basal reader successfully.

Phase I - Observation

The teachers' assistants will see three demonstration lessons:

1. the introduction of a new story
2. work-development
3. comprehension skill

As a result, the teachers' assistants will begin to become familiar with the teaching techniques that are required for several types of lessons and the sequential order of instruction stressed by the base.

Phase II - Discussion

Following each demonstration lesson, there will be time allowed for discussion of the lesson. During these periods the teachers' assistants will gain an insight into several principles of how a child learns to read.

Phase III - The Guide

The teachers' assistants will be exposed to the various guides. A brief study and comparison will be made of each so that the teachers' assistant will be able to understand and teach from a variety of basal teachers' guides.

This phase will emphasize understanding, interpretation, and use of materials suggested by the teachers' guide.

At the end of the workshop each teachers' assistant will receive a booklet containing sample lesson plans, suggestions for motivational techniques, and ideas for enrichment activities. These materials will be discussed during the workshop.

ELEMENTARY SCIENCE STUDY WORKSHOP

This workshop is designed to expose the teachers' assistants to this approach to science by direct involvement through exploration and discovery. Since this approach allows each person to have and handle his own materials for independent experimentation and manipulation, the teachers' assistants will get a real feel for the

techniques of presentation. It is hoped that they will be able to correlate this with other content areas. We want to expose them to units designed to interest children of various age and ability levels.

We will present such units as "Batteries and Bulbs," "Light and Shadows," "Colored Solutions," "Mystery Powders."

APPENDIX B

The Baltimore Innovation Team
Presents
The Third
Series of Workshops

May 1972

BALTIMORE INNOVATION TEAM

Model Cities Pilot Schools

April, 1972

Dear Teachers:

During the month of May, we will conduct the third and final series of workshops for the school year 1971-72. Attached are descriptions and other pertinent information concerning each workshop.

The Innovation Team has repeated workshops in which you showed special interest. We have also included seven new workshops. We hope that you will continue to offer your suggestions for the inclusion and improvement of workshops.

THE INNOVATION TEAM

SUBSTITUTES

A cadre of twenty-four substitutes have been trained for your convenience and to insure that the learning atmosphere in your classroom is continuous. The team will provide substitutes for your classroom on the days of your workshop attendance. You will receive confirmation of your acceptance in the workshop. These confirmations will be delivered by Innovation Team members and will be placed in your mailbox.

INSURING A VALUABLE DAY

Leave a schedule for your daily classroom activities and a focal point for each of the content areas. Perpare the children by telling them that you will be away and what you will be doing. When you return, share with them some of the things you did and talked about in the workshop.

OUR WORKSHOP PHILOSOPHY

The workshops are designed to give the participant a working knowledge of the philosophy and use of the presented programs. We feel that understanding is encouraged by actually experiencing and working with new programs and materials. Thus, it is our interest that all participants take an active part in workshops while assuming of the learner. Materials necessary to implement these programs into various classrooms will be distributed to each workshop participant. Teachers are encouraged to dress casually for workshops at the Center.

SPECIAL THANKS

The Innovation Team would like to thank those teachers who attended workshops and shared their materials with other teachers who attended

the same workshop. (e.g. the leathercraft kit - one per school). It is hoped that this attitude of sharing is continued.

INSTRUCTORS AND FOLLOW UP

The instructors in the workshops represent many resources: universities, regional education laboratories, teachers from other schools in the area, Innovation Team Members, and classroom teachers from our own schools.

ASSISTANCE TO TEACHERS AS INDIVIDUALS

Don't forget! If you need teaching assistance, you don't have to wait for a workshop. Talk with the team member of your choice to arrange for what you need in your classroom, or arrange for an educational day with a teacher who is strong in the area in which you wish to be strengthened. The Learning Center is open until 4:30 P.M. each day for you to browse, obtain materials, and to make things, The Center is also available for groups of teachers wanting to meet after school hours.

MONDAY, MAY 1, 1972

ART WITH A DASH OF SPICE

This workshop is designed to put the child in the role of learner and teacher. Three children will be selected from each school to represent the fourth, fifth, and sixth grades.

The children will be exposed to the various techniques of Indian tie-dying, Chinese silk screening, and puppetry.

After these experiences, each representative will share these activities with the children in his school.

INSTRUCTOR: Lorna S. Hoes
LEVEL: 4-6

TUESDAY, MAY 2, 1972

OPEN EDUCATION

There is no pat definition or formula for an open classroom because it evolves from a particular teacher's individual style and her relationship with the individuals in her class. Yet, there are certain similarities among open classrooms which will be presented and discussed. Participants will visit an open school by way of film. There will also be an opportunity to examine and make classroom learning stations. Casual dress is suggested as some activities may require bending or stooping.

INSTRUCTOR: Gloria Streat
LEVEL: K-6

WEDNESDAY, MAY 3, 1972

CONCEPTS IN SCIENCE

This workshop will enable teachers to become proficient in the use of the Classroom Laboratories which are currently available in all of the Model Cities Pilot Schools. Teachers will be actively involved in investigations and experiments.

INSTRUCTOR: James Parson
LEVEL: K-6

THURSDAY, MAY 4, 1972

AUDIO-VISUALS

The use of video equipment and techniques in the classroom enhances the learning experiences for both the teacher and the student. This workshop is designed to introduce the teacher to the technical aspects

of video recording as well as exploring meaningful uses of the equipment as a part of an option-filled learning experience.

INSTRUCTOR: Dick Steinke
LEVEL: K-6

MONDAY, MAY 8, 1972

"TEACHING STRATEGIES TO DEVELOP CHILDREN'S THINKING"

These workshops are being offered as a course for graduate credit through the United States International University in California. Participants will be exposed to inductive teaching strategies which they will employ as follow-up in their classrooms. The four general areas to be covered are: "Concept Development," "Interpretation of Data," "Application of Generalizations," and "Feelings, Attitudes, and Values." These workshops will continue in the fall, at which time participants will be expected to complete course requirements.

INSTRUCTOR: Lana Powell
LEVEL: K-6

MONDAY-WEDNESDAY, MAY 8-10, 1972

CULTURAL ARTS

The general purpose of the workshop is to familiarize teachers and other interested individuals with detailed aspects of the traditional dances and music of Africa, concentrating in the area of West Africa. The workshop will provide ideas and means by which the acquired knowledge may be practically applied to classroom situations on a creative and functional basis. This is a three day workshop. This workshop has been designed to include physical education, art, and music resource teachers. Casual dress is a must.

INSTRUCTOR: Melvin Deal,
Director, New Thing African
Heritage Dancers and Drummers
LEVEL: K-6

THURSDAY, MAY 11, 1972

DRAMATICS WITH LITERATURE

Participants will engage in a variety of activities which fuse dramatics with literature. Choral speaking, role playing, dancing to interpret poetry, composing of poetry, and sensory and kinesthetic dramatic play will be highlighted in this language-oriented workshop.

INSTRUCTOR: Louise Shepherd
Librarian, Baltimore City Public
Schools
LEVEL: K-6

MONDAY, MAY 15, 1972

MAKING MATH AIDS

Participants will be exposed to many mathematical teaching aids designed for skill development and reinforcement. Teachers will be given the opportunity to construct devices applicable to small group and individual instruction. Each represented school will receive the Experiences in Mathematical Ideas teaching package which will give further assistance in designing math aids.

INSTRUCTOR: Dorothy Simpson
Patricia Gittings
LEVEL: K-6

MONDAY, MAY 15, 1972

"TEACHING STRATEGIES TO DEVELOP CHILDREN'S THINKING"

See May 8, 1972

WEDNESDAY, MAY 17, 1972

OPEN CLASSROOM

The concept of active learners and active teachers is the philosophy on which this workshop is based. Activities include discussion of issues involved in open education such as: teacher-pupil relationships, choice, responsibility, goal-setting, and record keeping. Participants will have an opportunity to create activities to be used in their classrooms. Come prepared for the creative exchange of ideas, techniques, and problems. Since the same topics will be discussed, May 2 workshop participants may not choose to attend this session.

INSTRUCTOR: Brenda Hines
LEVEL: K-6

FRIDAY, MAY 18, 1972

QUESTIONS OF CONCERN TO YOU: PAYROLL/RETIREMENT

- What provisions are made for overtime?
- How is sick leave accumulated? What about 1/2 days?
- Is family illness and/or death charged against your sick leave?
- What is the difference between the city and state retirement systems?

This workshop will deal with answering the above questions and others which are of concern to you.

INSTRUCTORS: Marinette Rosenfeld,
Senior Payroll Supervisor
William McClean, Supervisor
of Personnel

MONDAY, MAY 22, 1972

MATH-SCIENCE LABORATORY

Participants will be introduced to methods of interrelating math and science skills so that they can be taught as one subject rather than separate units. The will be exposed to various materials which will

involve this relationship. There will be an opportunity to create and construct activities which could be used for small group and individualized instruction.

INSTRUCTOR: Troy Ryce
Dick Steinke

LEVEL: K-6

TUESDAY, MAY 23, 1972

ON BEING A WOMAN - SESSION II (Limited to participants of Session I)

How can you discover the nature and extent of your own potentialities? How can you motivate yourself to develop these potentialities? Factors within a person that deter actualizing the potential include a lack of self-understanding, ingrained habit patterns, suppression of spontaneity, lack of clearly defined life goals, lack of motivation, and the fear of risking self. These areas will be examined and positive measures to overcome these obstacles will be suggested.

INSTRUCTOR: Betty Merrill

WEDNESDAY, MAY 24, 1972

BRAIN TEASERS: PUZZLES

Can you find the fifth term in the following series: 77, 49, 36, 18...? Can you think of a four letter word ending in ENY? Bill and his brother Jim have combined ages of 30. In fourteen years time, Jim will be three times the age of Bill is now. How old is Jim? Sharpen your wits and come prepared to enjoy yourself while you make a collection of brain puzzles for your class.

INSTRUCTOR: Betty Merrill
Frances Ellington

LEVEL: 4-6

THURSDAY, MAY 25, 1972

SOCIAL STUDIES

With education moving toward correlated and integrated curriculum, social studies, hopefully, will begin finding its way into mathematics, reading, and science lessons. During this workshop, participants will be examining new concepts in social studies, sometimes as students; and discussing how these new concepts can be taught in conjunction with other subject areas.

INSTRUCTOR: Gloria Streat
LEVEL: K-6

TUESDAY, MAY 30, 1972

CHILDREN DIRECTED WORKSHOP

This workshop features and highlights the activities presented during the Cultural Arts Workshop, May 8-10.

Students from various schools will demonstrate their skills gained through their classroom cultural arts activities, The workshop will give teachers an opportunity to study student application of music, art, and dance, with hints on how it relates to the formal curriculum.

INSTRUCTOR: Lester Brown
LEVEL: 3-6

WEDNESDAY, MAY 31, 1972

READING DEVELOPMENT AND LANGUAGE EXPERIENCE

In this workshop, participants will be actively involved in a learning language experience. Techniques and values of the Language Experience Approach as it affects reading development will be emphasized.

INSTRUCTOR: Dr. Robert Wilson
University of Maryland, College
LEVEL: K-6 Park

MONDAY, JUNE 5, 1972

"TEACHING STRATEGIES TO DEVELOP CHILDREN'S THINKING"

See May 8, 1972

REGISTRATION FORM

FOR

BALTIMORE INNOVATION TEAM

WORKSHOP

NAME OF APPLICANT: _____

SCHOOL NUMBER: _____ ROOM NUMBER _____

HOME ADDRESS: _____

HOME TELEPHONE: _____

GRADE LEVEL: _____ CLASS SIZE _____

WORKSHOP DESIRED: _____

WORKSHOP DATE: _____

SPECIAL INSTRUCTION TO THE TEACHER: _____

_____

_____

_____

(TO BE COMPLETED BY THE INNOVATION TEAM)

WORKSHOP CONFIRMATION

NAME OF WORKSHOP: _____

DATE OF WORKSHOP: _____

APPLICANT'S NAME: _____

SCHOOL: _____ GRADE LEVEL _____

ROOM NUMBER: _____

TEACHER'S ASSISTANT ASSIGNED: _____

_____

*NOTE: THIS HALF OF THE FORM WILL BE RETURNED TO THE TEACHER AND A COPY SENT TO THE PRINCIPAL PRIOR TO THE SCHEDULED WORKSHOP DATE.

APPENDIX C

A Questionnaire to Assess the Impact of the Innovation Team on the Baltimore Model Cities Pilot Schools

A Questionnaire to Assess the Impact of the Innovation Team on the Baltimore Model Cities Pilot Schools

In an attempt to determine the extent to which the Innovation Team of the Baltimore Model Cities Pilot Schools has had an impact on the schools, a group of researchers from the University of Massachusetts were commissioned to develop a questionnaire that would be administered to teachers involved with the Innovation Team.

The information collected will help to provide guidelines for improvements and changes in any future activities. We, therefore, encourage you to answer questions completely and honestly. It is not necessary for you to indicate your name at any place on the questionnaire. Responses will be held in strictest confidence.

Please indicate your answer to each question by circling the number beside your choice. For some questions you will be asked to provide short written answers. Remember there are no correct answers. You should indicate your true feelings

Section I - General Background

1. What is your sex? _____

2. What is your age? _____

3. How many years teaching experience have you had? _____

4. Have you earned a Master's degree?
   (1) Yes (2) No

5. If your answer to Question 4 was yes, how many credits beyond your Master's do you have?_____

6. If your answer to Question 4 was no, how many credits beyond your Bachelor's degree do you have? _____

7. If applicable, please fill in the date of completion of the last graduate course taken: _____ month_____ year

8. What is the name of the school you teach at?_____

   _____

9. Which grade(s) do you teach?_____

10. Assume you are a member of a group organizing a series of workshops to introduce teachers to some new ideas in education. What things would you do to produce maximum participation from teachers in your school system?

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

11. Overall, how would you rate the quality of such innovation as "open education," "humanistic curriculum" and "personalized instruction"?
(1) Excellent
(2) Good
(3) Fair
(4) Poor

12. How would you rate the general quality of education for the students in your school?
(1) Excellent
(2) Good
(3) Fair
(4) Poor

13. How would you rate the enthusiasm for learning of students in your classes?
(1) Excellent
(2) Good
(3) Fair
(4) Poor

14. To what extent have you modified your teaching style during the last three years?
(1) To a great extent
(2) To a moderate extent
(3) To a limited extent
(4) Not at all

Section III - Questions on the General Activities of the Innovation Team

15. Do you feel an attempt was made to acquaint you with the purposes of the Innovation Team and their workshops?
(1) Yes (2) No (3) Unsure

16. Since the implementation of professional half-days and workshops in your school, do you find you have better communications with the other staff members?
(1) Yes (2) No (3) Unsure

17. To what extent did you utilize the services of the Innovation Team?
(1) To a great extent
(2) To some extent
(3) To a minor extent
(4) Not at all

18. Do you feel the Innovation Team was meeting your classroom needs through their workshops?
(1) Yes (2) No (3) Unsure

19. Do you feel the Innovation Team's overall efforts made you more aware of a need for change in the present system of education?
(1) Yes (2) No (3) Unsure

20. Did you perceive the Innovation Team as "change agents" within the Baltimore School System?
(1) Yes (2) No (3) Unsure

21. Did you and the Innovation Team members exchange ideas on how to improve activities in your classroom?
(1) Always (2) Sometimes (3) Never

22. Did Innovation Team members consult you before planning and implementing workshop presentations?
(1) Always (2) Sometimes (3) Never

23. Were Innovation Team members receptive to your suggestions for additional workshops and training on particular topics?
(1) Always (2) Sometimes (3) Never (4) Not applicable

24. Did you identify with the Innovation Team members?
(1) Yes (2) No (3) Unsure

25. Do you feel the Innovation Team members identified with you?
(1) Yes (2) No (3) Unsure

26. Did Innovation Team members offer you advice on an individual basis in your professional growth (college courses, outside workshops, etc.)?
(1) Always (2) Sometimes (3) Never

27. How did you judge the willingness of Innovation Team members to work with you? (Circle all which apply.)
(1) By their availability
(2) By their desire to exchange ideas with me
(3) By their genuine interest in my particular problems

(4) By their willingness to stay after hours to help me work on an activity
(5) By their follow-up on the questions I asked
(6) Other _____

28. Do you feel the Innovation Team members gave enough time to meet your needs for the classroom?
(1) Yes (2) No (3) Unsure

29. Do you feel the Innovation Team members gave enough energy to meet your needs for the classroom?
(1) Yes (2) No (3) Unsure

30. How did you judge the capabilities of the Innovation Team members? (Circle all which apply.)
(1) By their good ideas
(2) By their past record of achievement
(3) By their hard work and conscientiousness
(4) By their understanding of problems
(5) By their follow-through from start to finish on a project
(6) By the number of years teaching experience they had
(7) Other _____

31. What were your feelings concerning the level of competence of the Innovation Team?
(1) They did their work at an extremely high level of competence
(2) They did their work competently
(3) They did their work with little competence
(4) They did their work with no competence

32. During the last two years, to what extent did you participate in the Innovation Team workshops?
(1) I participated in all workshops
(2) I participated in most workshops
(3) I participated in some workshops
(4) I participated in few workshops
(5) I participated in none of the workshops.

If you circled 1, 2, or 3 to Question 32, go to 34; otherwise go to Question 33.

33. Why did you not actively participate in the workshops? (Circle all which apply.)
(1) I could not get release time from my school
(2) The workshops were too time consuming
(3) The administration was against the idea
(4) I would not have learned anything new at these presentations
(5) The Innovation Team did not teach things that were relevant to

my classroom activities
(6) I could not receive in-service credit for the workshops
(7) Other _____

Go to Question 55 in Section IV - Questions on the Iowa Test of Basic Skills

34. Why did you participate in the Innovation Team workshops? _____

_____

_____

35. Overall, how would you rate the quality of the presentations at the Innovation Team workshops?
(1) Excellent
(2) Good
(3) Fair
(4) Poor
(5) Bad

36. Who in your school supports your use of workshop ideas? (Circle all which apply.)
(1) The principal
(2) The senior teacher(s)
(3) The other teachers
(4) The teacher aides
(5) The students
(6) No one

37. Who in your school gives you trouble in your attempts to use workshop ideas? (Circle all which apply.)
(1) The principal
(2) The senior teacher(s)
(3) The other teachers
(4) The teacher aides
(5) The students
(6) No one

38. Do you feel you developed enough skills from the workshops to be able to present similar workshops?
(1) Yes (2) No (3) Unsure

39. What new skills and techniques did you learn at the workshops to use in the classroom? (Please list below.)

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

40. Do you feel that there are enough opportunities available in your school to use the things you have learned at the workshops?
(1) Yes (2) No (3) Unsure

41. To what extent were you able to use the ideas that were presented in the Innovation Team workshops in your classroom?
(1) Able to use most or all of the things
(2) Able to use some of the things
(3) Able to use little or none of the things

42. Do you feel your teaching style has changed as a result of these workshops?
(1) Yes (2) No (3) Unsure

43. In general, what effect do you think the workshops have had on your work in the classroom?
(1) My work has been enhanced a great deal
(2) My work has been enhanced somewhat
(3) There has been no effect on my work in the classroom
(4) Unsure

44. Do you feel you are in a better position to evaluate student achievement as a result of these workshops?
(1) Yes (2) No (3) Unsure

45. Do you feel the Innovation Team's overall efforts have helped you to better individualize the instruction of your students?
(1) Yes (2) No (3) Unsure

46. What effects, if any, do you think the workshops have had on the students in your class? (Please list the effects below.)

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

47. What affective behaviors, if any, do you see changing in your students as a result of the work done by the Innovation Team? (Please list the behaviors below.)

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

48. Do you feel the Innovation Team's overall efforts have helped to improve academic skills in your students?
(1) Yes (2) No (3) Unsure

49. If you answered "yes" please specify which skills have shown improvement. (Please list the skills below.)

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

50. Do you feel your attitude toward students has changed as a result of these workshops?
(1) Yes (2) No (3) Unsure

51. Do you feel the Innovation Team workshops have helped you to understand your students better?
(1) Yes (2) No (3) Unsure

52. Do you feel the students' attitude toward learning has changed as a result of these workshops?
(1) Yes (2) No (3) Unsure

53. Do you feel more of a bond toward the other teachers in your school who attended workshops with you?
(1) Yes (2) No (3) Unsure

54. Do you feel your attitude toward your school administration has changed as a result of these workshops?
(1) Yes, better attitude
(2) Yes, more critical attitude
(3) No, no change

Section IV - Questions on the Iowa Test of Basic Skills (ITBS)

55. Typically, school systems establish some kind of standardized testing program. In Baltimore Model Cities Schools the Iowa Test of Basic Skills (ITBS) is used. How well do you think the test measures your instructional goals?
(1) The ITBS is an excellent measure
(2) The ITBS is a good measure
(3) The ITBS is a fair measure
(4) The ITBS is a poor measure

56. Please list the ways in which you currently use the ITBS test results (if at all) for making decisions about students.

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

57. Overall, do you think that a standardized testing program is appropriate in your school?
(1) Yes (2) No (3) Unsure

Comments (if any): _____

_____

_____

_____

_____

_____

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